DOCUMENT RESUME

ED 157 216 EC 110 695

AUTHOR Scott, Walter H.
TITLE The Development and Implementation of a Plan for Mainstreaming Retarded Educable Students Into Regular Classrooms in the Comprehensive High School. Introductory Practicum.
INSTITUTION Nova Univ., Fort Lauderdale, Fla.
PUB DATE Apr 77
NOTE 189p.; Some pages in the appendixes may not reproduce well in hard copy ; Pages 154 through 171 and 172 through 178 have been removed due to restrictions and illegibility

EDRS PRICE MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS *Adjustment (to Environment); *Educable Mentally Handicapped; *Mainstreaming; Mentally Handicapped; Normalization (Handicapped); *Program Descriptions; Secondary Education; Senior High Schools; Special Education; *Special Programs
IDENTIFIERS *West Philadelphia High School PA

ABSTRACT

Described is a special program in which 75 educable mentally retarded students were mainstreamed into West Philadelphia High School during the 1975-76 school year, after large percentages of such students had failed in previous years to adjust to regular classes. Discussed are the program goals of emotional, social, and economic adjustement, and program objectives and strategies. The program design and procedures are described in terms of knowledge and skills needed for successful functioning, raising student self-images, child study by teachers, testing, cultural and peer conflicts, psychological evaluation, and parental involvement. The program is said to have been successful in 1) teaching the students necessary skills to function successfully, 2) improving the reading and mathematics skills of approximately 75% of the students, and 3) raising the students' self-images. A bibliography is included, along with extensive appendixes. (DLS)

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THE DEVELOPMENT AND IMPLEMENTATION OF A PLAN FOR MAINSTREAMING RETARDED EDUCABLE STUDENTS INTO REGULAR CLASSROOMS IN THE COMPREHENSIVE HIGH SCHOOL

BY

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requirements of the National Ed.D Program
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Introductory Practicum
Bucks County Cluster II
Submitted: April 1, 1977

EC110695

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TABLE OF CONTENTS

		Page
LIST OF TABLES		v
Chapter		
I.	BACKGROUND OF THE PRACTICUM	1
II.	IDENTIFICATION OF THE PROBLEM	4
	Organization of the Program	4
	The Child Himself	5
	The Teacher	6
	The Curriculum	7
III.	DESCRIPTION OF THE RETARDED EDUCABLE YOUNGSTERS	10
IV.	GOALS AND OBJECTIVES OF THE PRACTICUM	12
	Goals	12
	Objectives	14
V.	STRATEGIES FOR SOLVING THE PROBLEM	17
VI.	THE PRACTICUM DESIGN AND PROCEDURES	20
	Knowledge and Skills Needed for Successful Functioning	20
	Raising Self Images	28
	Child Study	40
	Testing	50
	Cultural and Peer Conflicts	68
	Psychological Evaluation	70
	Parental Involvement	71
VII.	SUMMARY AND CONCLUSIONS	77
VIII.	ADDENDUM	90
BIBLIOGRAPHY		92

APPENDIXES Page

A. Initial Letter to Parents 93

B. Sample Rosters 94

C. Roster Quiz 95

D. Record of Roster Tests 96

E. Floor Plan - West Philadelphia High School 97

F. Floor Plan Test 98

G. Bell Schedule 99

H. Bell Schedule Test 100

I. Student Handbook 101

J. Student Handbook Quiz I 126

K. Student Handbook Quiz II 127

L. Multipurpose Scale, Form 414 128

M. Chart For Results - First Administration of Multipurpose Scale 134

N. Chart For Results - Second Administration of Multipurpose Scale 135

O. Self-Evaluation Chart 136

P. Behavior Contract 137

Q. Grade "C" Contract 138

R. Club Finest Letter to Parents 139

S. Physical Development Record 140

T. Profile Chart I 141

U. Reading Check List 142

V. Oral Communication Check List 143

W. Mathematics Check List For Learning Concepts 144

X. Work Habit Chart 145

Y. Work/Skills Pre-Test 146

Z. Task Sheet - Waitress 147

AA. Progress Chart - Waitress 148

BB. Evaluation Chart - Waitress 149

CC. Philadelphia Interest Inventory 150

DD. Stanford Diagnostic Reading Test - Form W - Level I . . 154

EE. Stanford Diagnostic Reading Test - Form W - Level II . 162

FF. Class Record 170

GG. Stanine Profile Chart 171

HH. Group Informal Reading Inventory 172

II. Record Sheet - Group IRI 178

JJ. Generalizing Test 179

KK. Developing Sensory Imagery Test 180

LL. Multiple Word Meanings Test 181

MM. Judging Fact or Opinion Test 182

NN. Judging Emotions Test 183

OO. Philadelphia Mathematics Evaluation Test - Level II . . 184

PP. Philadelphia Mathematics Evaluation Test - Level III . 190

QQ. Department Head's Mathematics Examination 194

RR. Record of Psychological Examinations 196

SS. Reminder Notice - Psychological Examinations 197

TT. Parental Invitation 198

UU. Home and School Association Letter 199

VV. Report Card Day Notice 200

LIST OF TABLES

TABLE		Page
1.	Pass/Fail Statistics - 1973-74	8
2.	The Multipurpose Scale, Form 414 - Pre Test	31
3.	The Multipurpose Scale, Form 414 - Post Test	33
4.	Pre-Post Results of Stanford Diagnostic Reading Test	55
5.	Pre-Post Results of Department Head and Teacher-Made Reading Tests	60
6.	Pre-Post Results of Philadelphia Mathematics Evaluation Tests	63
7.	Pre-Post Results of Department Head and Teacher-Made Mathematics Tests	67
8.	Cultural and Peer Conflicts	69
9.	Monthly Parent Meetings	75
10.	Parent Cluster Meetings	76
11.	Student Profile and Assignment Table	82

CHAPTER I

BACKGROUND OF THE PRACTICUM

Approximately five years ago in June 1971, most "Special Education Centers" in the Philadelphia School District were closed and all retarded educable students, who were 15½ years of age or older, were transferred to comprehensive senior high schools. Retarded educable students are defined as those having an intelligence quotient of less than 75 as revealed by the Wechsler Intelligence Scale for Children or the Stanford-Binet Intelligence Test. The teachers of the retarded educable students were also transferred to the senior high schools at the ratio of one teacher to eighteen students.

This step was taken by the Board of Superintendents, School District of Philadelphia, as the result of local, state, and national thinking relative to mainstreaming exceptional children into regular schools and classrooms. In 1973 the Council for Exceptional Children advocated mainstreaming in its policy on organization and administration of special education when it said, "Under suitable conditions, education within the mainstream can provide the optimal opportunity for many exceptional children. Consequently, the system for delivery of special education must enable the incorporation of special help and opportunities for them in mainstream settings . . . Children should spend only as much time outside regular classroom settings as is necessary to control learning variables that are critical to the

achievement of specified learning goals."[1]

In September 1971, at the West Philadelphia High School—an inner-city, three-year high school with an enrollment of approximately 3000 students—ninety retarded educable students and five of their teachers were admitted from various special education centers that had been closed. Suggestions for approaches to educating these youngsters were not made by administrators at the central office and the organization and administration of the special education program were left up to the individual building principal. A section of the building on the west side of the third floor at West Philadelphia High School was immediately set aside for these youngsters and a five-room "cycle" was implemented. The special education teachers decided which subject or subjects they wanted to teach and the students moved from one teacher to the next on signal from classroom bells. These students ate in the lunchroom and attended assembly programs with the rest of the students in the school.

After continuing this type of organization for two years, the administration of the school realized that changes were imperative. Most of the discipline problems in the school were occurring in the area of the third floor on the west side of the building. Grafitti on the walls were increasing in that area. The special education teachers were complaining that they could not control the students adequately under the present "cycle" system of organization. Negative attitudes prevailed toward the "Specials on the Third Floor" by the regular students. Parents of these youngsters were expressing their concern and asking why their children could not have classes with the other

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[1] Lippman, L. and Goldberg, I., Right to Education, Teachers College Press, Columbia University, New York, 1973.

students. The central office of the School District began to advocate "mainstreaming" as an alternative method for dealing with problems created by including retarded educable students in the comprehensive high school.

Notice was received by West Philadelphia High School that in September 1973, the number of retarded educable students assigned would be increased to 126 and the teaching staff for these students would be increased to seven.

CHAPTER II

IDENTIFICATION OF THE PROBLEM

In September 1973, at the recommendation of the special education teachers at West Philadelphia High School, all retarded educable students were mainstreamed into regular classes. The students were assigned to regular advisory classes, placed in regular academic and vocational classes, and traveled in the mainstream of the other 3000 students to lunch, physical education, and assembly. The assignment of special education youngsters to a designated area on the west side of the third floor was discontinued. The special education teachers were all assigned rosters of regular classes depending on the teacher's academic interest and background.

After two years of this organization, it became quite apparent, as reflected by report card marks, that the needs of the retarded educable youngsters were not being met. The sources of failure seem to originate in four general areas:

1. The organization of the program
2. The child
3. The teacher
4. The curriculum

The Organization of the Program

During these two years at West Philadelphia High School, staff members learned that some retarded educable children were not ready for

mainstreaming. For some of these students the self-contained classroom was probably the best setting for a desirable educational experience. These students were unable to function adequately in regular classes and in the mainstream of the large, complex West Philadelphia High School. For other students, mainstreaming either in some or all areas seemed to answer their needs. Our experience demonstrated that mainstreaming was not appropriate for all retarded educable students. What was needed was a good selection process that would identify those students who would be good risks in the mainstreaming process, and an organizational structure which could provide for the individual needs of these youngsters.

The Child Himself

It became quite apparent that the retarded educable student in the mainstream of a large, inner-city high school such as West Philadelphia High School needs to be motivated and trained for this kind of organization. When the students were first mainstreamed, many became lost in the large building and exerted little effort to find their way around. Many were found in the fire towers, wandering the halls, or outside on the street. A large number of mainstreamed students were constantly late, chronically absent, or were reported by teachers for excessive cutting of classes. It became apparent that these students needed a great deal of personal help and attention to understand the locker numbering system, where the lunchroom was, what a counselor is for, what vice principals do, how to get tokens, and the like. It also was obvious that the retarded educable youngsters needed experiences in using good human relations techniques. There was an unusual amount of name-calling, fighting, threats, and other non-reasoning techniques used with their peer group throughout the building. The fact that many of the

retarded educable youngsters had poor eyesight, were overweight, and evidenced hearing, orthopedic, and/or speech problems, probably contributed to failure in regular classes. What also was needed was an extensive motivation and orientation program for these youngsters before being selected for the mainstreaming process.

The Teacher

When one reads the sources listed in the attached bibliography, there is no question that the main element in successful programs designed for retarded educable students has been the classroom teacher who is convinced that these students can learn, who has high standards of expectation, who wants to teach them, and who knows how to teach them. Our experience over the previous two years indicated that many teachers of regular classes did not want to accept retarded educable students. The teachers felt that they were not trained to teach these students and, therefore, that the students should be taught only by special class teachers, who in Philadelphia, receive a higher salary then the so-called "regular" teacher. The teachers in regular classrooms were not equipped to deal with problems presented by different types of behavior patterns, hyperactivity, need for medication, and different language patterns. Most teachers did not understand the learning patterns of retarded educable youngsters at the high school level and the need for clear directions, full and complete explanations, constant repetition, and simple and varied testing procedures. A staff development program was planned to deal with attitudinal changes on the part of all teachers and also help them better to understand the nature of the retarded educable student and how to cope with their problems in the regular classroom.

The Curriculum

Our retarded educable students were mainstreamed into all regular classes. In additional to vocational subjects, art, music, and physical education, they were all rostered to such subjects as English, American history, general mathematics, biology, clerical practice, and the like. The large number of failures at the end of each report period indicated a need for a different kind of curriculum for most retarded educable youngsters. Since these youngsters were not academically oriented, they needed to be motivated by means of a curriculum that was of high interest and relevance to them. What was needed was a review of our present curriculum with an emphasis on basic skills achievement, development of healthy self-identities, raising of self-images, and minimizing cultural and peer conflicts. To the extent that this could be accomplished, the educational program for retarded educable youngsters would be improved.

Table 1, which presents a summary of the subjects studied and the pass/fail statistics for the retarded educable youngsters when they were assigned to regular classes during the years of 1973 and 1974, indicates clearly the need for a different kind of selection process and educational approach in order to help these youngsters meet with success.

TABLE 1

PASS/FAIL STATISTICS - 1973-74

Year	Enrollment	Subjects	Passed	Failed
1973	126	General Biology	2	124
		English	9	117
		American Culture	0	126
		Mathematics	0	126
		Shops	24	102
1974	120	English	5	115
		Reading	3	117
		Mathematics	45	75
		American History	4	116
		Shops	28	92

It should be pointed out here that this practicum addresses itself to the development and implementation of a successful plan for mainstreaming retarded educable high school students into regular classrooms. The project was designed as a two-stage effort which would be implemented during a two year period.

Phase One is described in detail in this report. Phase One focused on the process of selection and assignment of retarded educable students to an appropriate high school educational program which was designed to meet their individual needs in the best possible way. This involved complete mainstreaming for some students, partial mainstreaming for some, and no mainstreaming at all for others. The systematized process and procedure used to determine the capabilities of each student is

presented. The process and the findings resulted in the assignment of the students to the most appropriate educational program. This is the substance of Phase One.

Phase Two, which will be described next year in a second report, will examine the entire program from assignment through evaluation; it will also present a refinement of the procedures used after the students have been assigned. The teacher and the curriculum as sources of failure for the retarded educable youngster after he has been mainstreamed will be studied as part of Phase Two. It is expected that the entire project will result in a standardized process or system that could be applied and used successfully in other high schools of the School District of Philadelphia.

CHAPTER III

DESCRIPTION OF THE RETARDED EDUCABLE YOUNGSTER

If educational personnel are to assist retarded educable students in meeting the general objectives for adult success, the following characteristics of these youngsters, discussed below, should be recognized. This practicum report describes the characteristics of these students and explores avenues for helping them.

The emotional behavior of the retarded educable student is often immature. He needs more approval than the "regular" student and is easily discouraged by failure. Stubbornness, aggressiveness, sulkiness, hostility, and temper tantrums are behaviors which are frequently exhibited. This student is easily frustrated and often demonstrates feelings of inadequacy.

In social behavior, the retarded educable student approximates the average. However, he is generally a follower, inconsistent in his reactions, and often lacking in personal pride in appearance. A sense of humor is frequently missing and there is little evidence of good sportsmanship qualities.

In terms of physical condition, this student is often overweight. Many of the retarded educable students have poor eyesight, and evidence hearing, orthopedic, and speech problems. There are often evidence of birth defects that have not been treated.

In the classroom certain problems surface and must be met. The retarded educable student exhibits the following types of difficulties:

1. Learning complex and abstract materials
2. Expressing time relationships
3. Comprehending through listening and reading
4. Following complex directions
5. Gaining insight into problem situations
6. Generalizing from rules and principles
7. Remembering details
8. Extending the attention span
9. Using motor skills effectively
10. Progressing academically

It is essential that teachers, parents, and other personnel who work with retarded educable youngsters understand these characteristics. A knowledge of the immature emotional behavior, the deficiencies in social behavior, and the frequent physical problems which these youngsters evidence, will assist adults in helping them achieve success. A knowledge of the usual problems which retarded educable students exhibit in the classroom will be valuable in helping teachers meet the needs of these youngsters and provide an effective educational program for them.

CHAPTER IV

GOALS AND OBJECTIVES OF THE PRACTICUM

The goals of an educational program for the retarded educable student are in general, the same as the educational goals for all students. The retarded educable youngsters are being educated in order to make the greatest use of their abilities to satisfy their personal needs as well as the demands of the society in which they are living. Educational programs should help promote personal adjustments, should enable the individual to establish healthy interpersonal relationships, and should help the student achieve a satisfactory social adjustment.

The three general goals for the retarded educable students at West Philadelphia High School consisted of emotional adjustment, social adjustment, and economic adjustment. The total program, including the physical location of the classes, the experiences provided the students, and the methods of instruction used, was designed to further the achievement of these goals.

The goal of personal or emotional growth was placed first in the sequence because it is fundamental to the achievement of social and occupational competence. Unless an individual is basically an emotionally healthy person it is extremely difficult for him to relate effectively with other persons. Thus, all of the components of the practicum, including placement, the curriculum, and methods of instruction were directed toward this end.

The retarded educable student who was emotionally mature for his developmental level, benefitted from many and varied social experiences. West Philadelphia High School provided the students with differing degrees of supervision and direction. As the experiences were expanded to include more and differing social experiences with other students, as well as more complex situations requiring a greater degree of self-direction, the retarded educable student's social relationships with his parents, siblings, neighbors, and classmates improved.

The ultimate goal in the area of social adjustment was social independence in society-at-large. This was attempted by teaching the student to make adjustments compatible with his developmental level. Continued social experiences and expansion of self-direction enabled the student to grow in this area as well as in the areas of physical and intellectual growth. As the students learned to adjust to social situations requiring varying degrees of social maturity, they also learned to make the necessary adjustments that are required as an adult.

The third goal was economic independence as an adult. The achievement of this goal depends largely upon personal and social adjustments. Studies indicate that the majority of the retarded educable youngsters who lose their jobs, do not lose them because of being unskilled. They are discharged because of poor attitudes, lack of conscientious effort, and inability to get along with their employer and fellow employees. This being the case, vocational skills and experiences leading to economic independence received emphasis only after other skills had been achieved.

The three goals of the program were not achieved independently or in isolation from one another. Together they formed the unifying core of the total program; each one being directly related to and

dependent upon the others. The academic skills and other skills taught were not ends in themselves, but had meaning only as tools that enabled the student to achieve the basic goals more easily.

The program at West Philadelphia High School was organized to reduce frustrations and feelings of inadequacy. It provided satisfactory, worthwhile educational experiences so that the student could realize achievement and success. These experiences were provided at the developmental level and level of understanding of the student.

Objectives

The following objectives reflected the expected accomplishments for Phase One of the practicum relative to students.

1. By the end of the first year at West Philadelphia High School, seventy-five per cent of all newly-assigned retarded educable students should be able to:

   a. Read a roster properly
   b. Understand the floor plan of the building
   c. Find their lockers, the lavatories, the lunchrooms, and the auditoriums
   d. Understand the bell schedule
   e. Follow rules and regulations of the school
   f. Interpret the Student Handbook

2. By the end of the first school year at West Philadelphia High School, seventy-five per cent of all newly-assigned retarded educable students should indicate development of healthy self-identities and maintain or raise their self-images.

3. By the end of the first school year at West Philadelphia High School, seventy-five per cent of all newly-assigned retarded educable

students should show improvement in reading and mathematical skills.

4. By the end of the first school year at West Philadelphia High School, the newly-assigned retarded educable students should reduce the number of cultural and peer conflicts as compared with the newly-assigned retarded educable students of the preceding year.

The following objectives reflected the expected accomplishments for Phase One of the practicum relative to teachers and other personnel.

1. During the first school year that all newly-assigned retarded educable students attend West Philadelphia High School, special education teachers will provide daily opportunities for helping the students acquire the knowledges and skills necessary for successful functioning in the mainstream of the high school.

2. During the first school year, voluntary professional personnel will provide professional assistance which will help to maintain or raise the self-images of all newly-assigned retarded educable youngsters.

3. During the first school year, all of the teachers and fifty per cent of the parents of newly-assigned retarded educable youngsters will work with professional personnel so that assistance might be provided to maintain or raise the self-images of the students.

4. By the end of the first school year for all newly-assigned retarded educable students, the principal will provide educational alternatives for these youngsters so that those who are not selected for mainstreaming will be able to function and have their needs met in other educational settings.

5. By the end of the first school year, teachers, counselors, and personnel from outside agencies will identify physical, emotional, social, and intellectual needs of all newly-assigned retarded educable

students and suggest the proper assignment to the appropriate alternative educational program.

CHAPTER V

STRATEGIES FOR SOLVING THE PROBLEM

A review of the literature seems to indicate certain general characteristics that are found in most successful mainstreaming programs. For instance:

1. The retarded educable student is assigned to a regular class homeroom.

2. A resource room or learning center is provided for small group instructions, individual help, testing, and special assignments.

3. The regular class and resource room teacher work closely together and share responsibility for the retarded educable students' educational progress.

4. All retarded educable students are mainstreamed into physical education, art, music, home economics, and shop classes.

5. Some retarded educable students are mainstreamed into regular academic classes.

Based on a study of selected literature on mainstreaming and an assessment of the situation at West Philadelphia High School, the following strategy was planned for dealing with the problem of meeting the needs of retarded educable students.

All of the retarded educable students who were transferred to West Philadelphia High School as of September 1, 1975 were assigned to a self-contained cycle of classes composed of only retarded educable

youngsters under the guidance of special education teachers. This assignment continued for one year.

This strategy was selected to provide the motivation, the orientation, the knowledge, and the security necessary for successful functioning previous to and during the integration process. Prior to being assigned to West Philadelphia High School, retarded educable students spend ten or less years in a relatively small elementary school with close supervision and guidance provided by trained personnel. Most of these youngsters become "lost" when they enter the large, complex, crowded facility that is West Philadelphia High School.

An extensive study of each youngster was conducted during this first year in order to determine who could best function in a self-contained retarded educable classroom; in a "cycle" for retarded educable youngsters with three or four special education teachers; in a situation with partial mainstreaming in a few selected subject areas; or in a completely integrated situation in the mainstream of regular classes in the West Philadelphia High School.

This strategy was selected in order to provide appropriate organizational and educational alternatives for the retarded educable youngsters and to insure that the selection of these youngsters for the alternative design was based on clearly defined rationale and data.

The above-mentioned strategies were implemented in carrying out Phase One, the Introductory Phase of the practicum. There was no doubt that a plan was absolutely necessary for identifying retarded educable students who were most likely to profit from mainstreaming in regular classrooms. These strategies were used as the means for dealing

with the problem of orientation, identification, and selection in order to guarantee success through the mainstreaming process.

CHAPTER VI

THE PRACTICUM DESIGN AND PROCEDURES

Knowledge and Skills Needed for Successful Functioning

When retarded educable students reach sixteen years of age they are transferred from feeding elementary and junior high schools to West Philadelphia High School. For the first year of this practicum, September 1975 - June 1976, these youngsters were assigned to classrooms under the guidance of special education teachers at the stipulated pupil-teacher ratio of eighteen to one.

One purpose of this assignment was to provide some of the knowledge and skills necessary for successful functioning in a large, complex high school facility. Some of these skills included:

1. Reading a roster properly
2. Understanding the floor plan of the building
3. Finding lockers, bathroom, lunchroom, and auditorium
4. Following a bell schedule
5. Understanding rules and regulations of the school
6. Participating in extra-curricular activities
7. Working closely with the counselor
8. Studying and understanding the Student Handbook

The comprehensive West Philadelphia High School presents problems not faced before by the retarded educable student because of the building's structure and because of the composition of the student body. The size of the building and the large population are overwhelming for many.

Meeting the new peer group, which is large in number and is drawn from diverse communities, presents new and difficult demands for the student. The impersonal atmosphere is often frightening and presents adjustment problems.

The practicum defined a detailed plan of operation to insure a degree of achievement and success for each retarded educable student.

Seventy-five students became part of this project. In August, an invitation was sent to each parent to accompany the student on the first day of school. See appendix A for a copy of this invitation. When the parents and students arrived they met the adviser, received a copy of the Student Handbook, discussed the main features of the Student Handbook, and toured the building. Before they left for the day the students were given a copy of their rosters with a brief explanation of the purpose of the roster.

The retarded educable students had no previous experience in reading or following a roster. This had to be taught as part of the instructional program. The objective sought was to have at least seventy-five per cent of the newly-assigned retarded educable students able to read the roster and to follow it correctly.

To do this the teacher placed a copy of the roster on the chalkboard in each classroom. Roster periods were explained, subject abbreviations were listed and discussed, and periods one through eight were examined for each day of the week.

Each teacher conducted question and answer periods about the roster and included oral quizzes. Such questions as these were asked:

1. Which room do you go to Monday first period?
2. Which period do you have lunch?
3. Where do you go Wednesday seventh period?

4. What subject do you have Thursday eighth period?

5. Which room do you report to when you first come to school?

The students compared rosters in order to learn their similarities and differences. Different rosters were used so that the students would be able to follow any changes in the roster. Sometimes blank rosters were used so that the students would be able to copy rosters needed for different administrative offices in the school. Creativity helped to make it an interesting project. Appendix B provides samples of the rosters.

In order to help the students read the roster and follow it correctly a "buddy system" was instituted. One "buddy" assisted the other by asking such questions as, "What class do you have now? What period is this? Where are you going now?" This system proved to be very successful because it improved relationships among the students and reinforced working together. It also meant that new students coming in at any time during the year could receive help.

The adviser was also responsible for making certain that each student could read and follow the roster properly. This was necessary because each student had to be able to read his roster in order to go to classes. He had to understand the symbols on the roster such as Eng. 140 and Occ. Ed. 306.

In addition to roster tests in which the student completed the room numbers on the floor plan, other written roster tests were administered by the teachers. See appendix C for a sample of these tests.

The study of the roster was extremely successful. One hundred per cent of the students learned to read their rosters. The time period needed was approximately one month. A roster test was administered in November of 1975 and 100 per cent of the students answered the questions

correctly. Another roster test was administered in April of 1976. The success was again one hundred per cent among the participants. A record of these roster tests was kept by each adviser. See appendix D for the form used.

This method of teaching the students how to read and follow the roster had positive effects. It resulted in success among the students in a short period of time, and was enjoyed by the students.

West Philadelphia High School's building is a labyrinth. The students feel as if they were in a maze. The school structure consists of two connected buildings with even-numbered rooms in one building and odd in the other. There are two auditoriums, one in each building. There are two music suites on the fourth floor with an elevator providing the only means of exit and entrance. There are two lunchrooms, one for girls and one for boys. There are four gymnasiums, two for girls and two for boys. Most students are awed by what appears to them to be a monstrosity. This is especially true of the retarded educable students.

Because of the highly complex building structure, an objective was defined relative to the inherent problem. The objective was to have seventy-five per cent of the incoming retarded educable students understand the floor plan of the building.

On the first day of school, in September 1975, each adviser took the students on a tour of the building. The tour highlighted:

1. The arrangement of the two buildings
2. The use of odd and even numbers as painted on the doors of each room
3. The location of the east and west auditoriums
4. The location of the lunchroom for boys and the lunchroom for girls

5. The location of the gymnasium for boys and the gymnasium for girls

6. The location of the main office

7. The location of the counselors' offices

8. The location of the vice principals' offices

9. The location of the special education department head's office

10. The entrances and exits

11. The location of the token booth

On Tuesday of the next two weeks the students again toured the building. They met other members of the staff on these tours.

The advisers supervised the students as they learned how to get around in the buildings. This was reinforced by the "cycle" teachers who questioned the students orally to determine their ability to find their way throughout the building. They continually used such questions as:

1. Where is your next class?

2. How do you get there from here?

Each retarded educable student was given a simplified floor plan and was asked to study it. See appendix E.

A floor plan test, appendix F, was administered to each student in November 1975.

To coordinate the floor plan with the roster, each student completed a blank floor plan. The student placed the room numbers in the correct blank spaces.

This procedure also proved to be one hundred per cent successful. Each retarded educable student understood the floor plan of the school. Each student in the contained cycle was able to go anywhere in the

building for both classes and errands. The learnings which they acquired enabled the students to find their way throughout the building. They also achieved a sense of pride because they thoroughly understood the floor plan of the physical plant.

Finding their lockers and remembering locker combinations was difficult for all new incoming retarded educable students. The objective in this area was to have seventy-five per cent of the retarded educable students know where their lockers were and to have them memorize their locker combinations.

To accomplish this, each adviser took the students on two visits to their lockers. Since the lockers for the students in each group were located near one another, the students traveled in groups. It was explained that the student would have the same locker for his entire stay at West Philadelphia High School.

The locker combinations were written on the back of each student's roster card and the adviser kept a list of the locker combinations for the students. For two weeks, each student wrote his locker combination every day, thus memorizing it.

The adviser had sample combination locks to instruct the students in lock usage. The students operated these with the correct combinations. Each student also practiced his combination on his own lock until he could operate it without error.

The students met the non-teaching assistant in charge of lockers and learned that he would provide assistance in the event of a problem.

This also was one hundred per cent successful for the retarded educable students in the self-contained cycle. They took particular pride in being able to achieve this as well as the regular students. The

activity seemed to be a factor in raising the self-esteem of the retarded educable students.

Understanding of bell schedule is basic to functioning well in West Philadelphia High School. If the bell schedule is followed correctly, the pupil can be punctual for school and classes. However, the retarded educable student had difficulty in understanding time relationships. The objective for this skill, then, was to have seventy-five per cent of the incoming retarded educable students learn about the bell schedule. To help reach this objective, the teachers exhibited a bell schedule, appendix G, on the chalkboard in every special education classroom. Each day, students reviewed the time of advisory and the time of each class period. The adviser helped the students learn the the different bell schedules such as regular, assembly, and faculty meeting.

Each student was questioned about the time of each particular class. Questions such as the following were used:

1. When does this class begin?
2. What is the time of your next class?

Students were tested on the bell schedule in April 1976. Appendix H is an example of the test used. The test results indicated that eighty-five per cent of the retarded educable students were familiar with the entire bell schedule. They not only knew when the school day began and ended, but also knew the time for each period.

Fifteen per cent knew the bell schedule, but were not sure of the time for each period. They knew when their school day began and ended and were aware of the differences among the three bell schedules. These students, when not sure of the exact time of the period, knew by the ringing of the bell what period it was.

It appeared that, because of their understanding of the bell

schedule, the students improved their punctuality to class and school during the 1975-76 school year. Learning the bell schedule was a significant accomplishment for these youngsters. They not only enjoyed this achievement but also began to act more like regular students.

The ability to read, understand, and interpret the Student Handbook is of vital importance to every student. The Handbook contains general information such as locations, rules, course selection, bell schedules, requirements for graduation, and subject selection procedures. It is essential that the retarded educable student be familiar with this important document in order to be able to function in West Philadelphia High School. The Student Handbook is illustrated in appendix I.

Each retarded educable student received a Student Handbook on the first day of school. Every special education teacher devoted considerable time to presenting the Handbook to students and systematically examining its contents with them.

The information in the Handbook was discussed thoroughly. Role playing, debating, questioning, and writing were techniques used to teach youngsters the rules and regulations and help them interpret what was being presented. Each retarded educable student acted as a leader in planning a lesson from the Handbook.

Written tests were used and mid-year examinations on the Handbook were given to each retarded educable student. An example of the Student Handbook Quiz I may be found in appendix J. In April 1976 every student was given another quiz on the Handbook. This quiz may be found in appendix K.

The students learned the information in the Handbook. They understood the rules and knew how to apply them, they could see the relationship

between infraction of rules and penalties, and they realized the importance of the Handbook in their lives.

Test results indicated that eighty per cent of the retarded educable students had mastered the general information in the Handbook by April 1976. Those who could not list the answers in writing could answer them orally.

The entire special education staff participated in these procedures. All materials used were prepared by the staff. The decisions made were the result of the input, discussions, and contributions of each staff member.

The staff felt that the well-defined content and teaching approaches contributed toward the success which resulted. The students were stimulated and motivated by the topics. Teachers applied additional techniques in order to integrate other topics with the various disciplines.

It appeared that students' self-esteem was raised because of the activities in this phase of the practicum. They knew that the information which they had mastered was also required of the regular student body. They were proud because they were becoming part of the mainstream; they recognized that what was required of other students could now also be required of them.

Raising Self-Images

A second purpose of this practicum was to provide time, a method, and personnel necessary to help these youngsters develop a positive self-image. This was achieved with voluntary professional assistance provided by personnel from the West Philadelphia Mental Health Consortium, the Larchwood Counseling Center, the Child Guidance Clinic, the Children's Hospital, the Bureau of Rehabilitation, and the Elwyn Training School. Teachers, counselors, students, and parents all became involved.

The Consortium staff offered a fifteen-week, two hour session to groups of twelve students. Parents of the students were required to attend. Teachers who were not assigned to other responsibilities also were invited to attend. The purpose of the program was to help young people become more aware of their problems, how to obtain help in dealing with their problems, and how to begin to deal with their problems in constructive and meaningful ways. The students learned to understand the difference between healthy and unhealthy resolution of problems and conflicts. Meetings focused on a positive mental health climate, one which would contribute to good mental health.

The first session was an introductory one including an introduction of the staff, a presentation of the program outline, and the showing of the film "How Are You?" Subsequent sessions included such topics as: adolescence and the problems that arise during this period, family dynamics, how youth relate to their families during adolescent development, group dynamics and interaction, how the students perceived themselves, basic emotional and mental problems, testing and evaluation, helping skills, alcoholism, and drug abuse. The students visited a local counseling center. In addition to group discussions, films, role playing, and individual study were an integral part of the program. Resource material and information were available for the teachers and counselors.

These sessions provided information and help for the students. Students who participated had a record of perfect attendance for the sessions.

The local counseling center accepted student referrals for individual counseling. The student was assigned an individual social worker who also worked with the parents, teachers, and the counselor. The referred students gained much from this service. There appeared to

be a change in attitude of the student toward himself, better peer relationships became evident, school work improved, and staff attitudes seemed to be more positive. Conferences were held with the staff when on-going reports concerning the progress of the students were made available.

Other local agencies, such as the Child Guidance Clinic and the Children's Hospital, also provided the services of their staff for individual student help. Referrals were made by the teachers and counselors. Reports concerning the students were sent to the school.

The Bureau of Rehabilitation and the Elwyn Training School aided in the vocational rehabilitation of the students. They administered tests and evaluative techniques and provided recommendations for the students. Individual counselors worked with the students. They visited the school and held conferences with the parents, teachers, and students.

Community agencies accepted students who indicated a need for guidance in using their leisure time more constructively. These agencies volunteered their time in various services. Because of this assistance, volunteers received recognition and were presented with certificates of merit from the school.

The development of healthy self-identities and the raising of self-images were measured by two administrations of the Multipurpose Scale, Form 414, The School District of Philadelphia, Office of Research and Evaluation, Title One Evaluation Services. The initial administration of the Multipurpose Scale took place in October 1975 and the second administration took place in April 1976. Improvement was determined by a comparison of the two scores. The Multipurpose Scale is illustrated in appendix L.

The test consisted of a random selection of sixty questions

from three test categories. Students were asked about their:

1. Attitudes toward themselves
2. Relationships with their peer groups
3. Relationships with adults such as family members, teachers, and friends

Although the student's name was present on the answer form, no individual identification was made at anytime.

Seventy-five students were eligible to take the test, but only sixty-five participated. Seven parents refused permission for their children to be part of the testing program. Three students did not wish to take it.

The results of the first test are exhibited in table 2.

TABLE 2

THE MULTIPURPOSE SCALE, FORM 414 - PRETEST

Characteristics	Number of Students
Self Image	
Positive	45
Negative	20
Peer Relationships	
Positive	26
Negative	39
Adult Relationships	
Positive	11
Negative	55

Each individual teacher was given the results of the first test on a form which included an explanation of how to interpret test results. See appendix M.

However, the observed behavior of the students did not confirm as many indicators of a positive self-image as were found in the scored results. In fact, the following phrases describe expressed reactions toward self, as recorded by teacher-observers:

1. Feel dissatisfied with how I look
2. Feel "put down"
3. Feel disliked
4. Feel that "everybody takes advantage of me"
5. Feel that I am not wanted

Also, behavioral relationships among the peer group, were most often described by teacher-observers as abrasive, abusive, obstreperous, surly, and uncivil. The display of friendliness and hostility was unpredictable.

Test results relative to adult relationships appeared more in correlation with what was seen between the adult and the student regardless of who the adult was.

The second administration was made in April 1976 with the same sixty-five students participating. The results are exhibited in table 3.

TABLE 3

THE MULTIPURPOSE SCALE, FORM 414 - POSTTEST

Characteristics	Number of Students
Self Image	
Positive	48
Negative	17
Peer Relationships	
Positive	40
Negative	25
Adult Relationships	
Positive	20
Negative	45

As the table indicates, there were improvements. The behavior of the students, according to teacher-observers, also evidenced improvement.

Each teacher was given results of the second administration of the test. See appendix N.

The teachers realized that often some commonly-used teaching methodologies have serious negative impact on the child's self-image. Therefore, in the preparation and evaluation meetings, a philosophy and course of action were prepared. A monthly self-evaluation was performed by each teacher. Teachers shared the results of these experiences with other members of the group.

A child views himself in a particular way. Frequently, a child's perception of himself as smart, stupid, weak, strong, crazy, or inadequate

is the result of a myriad of his experiences with family, friends, and school. Parents often use negative labels when talking to children. Friends and playmates can be cruel and often call the children names. Exclusion from participation in a game is commonplace.

Constant comparison with brothers and sisters can also serve to make a child feel inadequate. Unrealistic parental expectations may result in the child's perception of himself as a failure. Children, then, acquire a positive or negative self-image as the result of all their life's experiences. People who play a significant role in their lives impact significantly on their self-image.

In the vast majority of cases, then, a student's achievement will only be substantial if he feels good about himself. This is a crucial factor in learning. In most instances, a child who feels he can learn will do so.

Similarly, those children who have learned to view themselves as inadequate, slow, stupid, or ineffectual will usually perform poorly. This concept is sometimes referred to as "the self-fulfilling prophecy." The child performs poorly in school largely because he sees himself as a poor student. To the extent that a student has a positive perception of himself and has confidence in his ability to learn, he will usually do well academically.

We need to recognize the importance of a student's feelings about himself. The youngster who repeatedly announces to the teacher and himself, "I'll never get it," is often displaying a lack of confidence. Students frequently make self-debasing comments such as, "I'm not good in anything," or "I'm dumb."

The degree to which a child is willing to approach a new task or unfamiliar situation is another indication of his feelings about

himself. Does the student appear to approach new subject material in a positive way or does he appear defeated long before he has given himself a fair chance to grasp the material?

The student who feels good about himself is generally an active classroom participant. He participates orally, answers questions, and asks questions. He is willing to let it be known that he does not know. The student with the poor self-concept is afraid to ask questions, afraid of being laughed at, and afraid of making mistakes. He is usually disturbed by feelings of insecurity.

With this background of information, the teachers developed the following basic human traits philosophy for each day. This was designed to make each day a rewarding and successful experience for teachers and students.

1. Go into the classroom each day with a positive attitude about the job. If the teacher goes into the classroom each morning expecting trouble, relationships with the students will be poor. Authority will rule and humanism will not be fostered.

2. Be willing to listen to all students at all times with a sincere and candid attitude. Attempt to provide answers which will be helpful rather than send the students away.

3. A smile and a pat on the shoulder are often the most satisfying rewards.

4. Do not be afraid to experiment in the classroom. If your students would like to try a different way to meet an objective, experiment with it occasionally. Do not permit convenience or lack of caring to prevent you from changing your lesson plans.

5. Place your students first. The teacher should guide the learner, but not to dominate him.

6. Do not talk to students in a condescending manner.

7. Give students responsibilities and explain consequences of not meeting those responsibilities. Students and teachers should discuss and practice rights and responsibilities in the classroom.

8. Teachers should not deceive students. Students deserve honesty at all times.

9. Threats have no place in a classroom. If a student is threatened he will experience fear and anger. Neither of these provides the basis for a humanistic climate in the classroom.

The next step was the examination of teacher methods that impact on a youngster's self-image. The purpose of this process was to develop sensitivity and awareness of what fosters a positive or negative image. Examples such as the following were used.

1. Often students are called to the blackboard to compute an arithmetic problem, spell a word, or punctuate a sentence. For the well-adjusted, confident, secure student, this experience is probably rewarding. It offers him the opportunity to demonstrate what he knows to his teacher and classmates. However, the insecure child can be deeply hurt if he does not know and if he performs poorly.

This type of student already harbors negative feelings about himself. His feelings of inadequacy are reinforced by standing in front of the class unable to accomplish the work on the board. He may already feel inadequate and does not need to demonstrate to everyone else what he already feels inside. His self-image, which needs to be bolstered, is being damaged instead.

2. Daily assignments and examinations are other factors that cause the child to view himself in a particular way. Every classroom has some students who consistently require more time to grasp new

concepts and invariably seem to receive failing or near failing grades. The feelings these students have about themselves will continue to be negative until something is done to change the pattern of failure.

As they consistently receive failing or near failing grades, their poor self-image becomes more adversely affected. It is natural for such children to conclude that something is wrong with them; each failing paper reinforces this failure image.

3. After taking an arithmetic test, the students mark their own papers. Before collecting the papers, the teacher will stand before the class and ask: "How many got them all right?" Four hands are raised. "How many had one wrong?" Five hands are raised. "Who had two wrong?" Three students raise their hands. Several students are still unaccounted for. "Did someone have four wrong?" Two hands are raised.

Finally, she asks: "Did anyone get more than four wrong?" One hand goes slowly into the air. "How many did you get wrong, John?" John has no choice but to tell the teacher and the class how many he missed. This is obviously embarrassing to the student but nevertheless remains a fairly common practice. By singling out this pupil and pointing out his inadequacies for all to see, the teacher contributes to damaging this child's self-image.

Positive qualities should be stressed. The classroom teacher is constantly sending various kinds of messages to the student. He receives these messages from teacher comments, facial expressions, and tone of voice. The messages received by the student tell him that he is smart, clever, slow, good, or bad.

Thus, teachers must consider the nature of the messages they transmit to students. Care must be taken, especially with the sensitive

child, not to over-emphasize the negative messages. There is frequently a tendency for teachers to remind students continually of their shortcomings.

It is extremely important to discuss with a student his strengths. Teachers should look for some positive qualities in each student and share these with him. Many students have a low frustration tolerance and school becomes one frustrating experience after another. This can be the result of an accumulation of too many negative responses which have whittled away at their positive perceptions of themselves. They are then left with negative or poor self-perceptions.

Finally, the teacher and the school can do much to enhance the child's self-image. For example, look for the youngster's strengths and accentuate the positive in all students. Each student's work must be individualized as much as possible to insure that he meets with some success every day. One of the best ways to enhance a child's self-image is to provide him with the opportunity to be successful.

Our expectations of each child must be geared to his or her ability. Effective learning usually will take place when students feel good about themselves. When the climate for learning improves, so does the feeling of self-worth.

During this phase of the practicum, it was emphasized that special activities, awards, and self-evaluations for the students would help them not only in improving their self-image, but also in improving peer and adult relationships.

A self-evaluation chart was developed for each student. For a sample of the chart see appendix O. This permitted the student to evaluate himself in areas that improved or reduced his self-image.

Incentives were given to the students in order that they might want to improve. This improvement appeared to help them gain self-confidence and realize their potential to make correct decisions and improve performance. This technique also helped place the concept of failure and success in its true perspective. Initially, many of the students had difficulty in this area. In evaluating themselves, however, they learned not only to see who they were but also to accept what could not be changed.

Awards were given to the students for the number of points earned and their names were placed on the bulletin board. They were invited to a special assembly program. These techniques seemed to be an excellent boost toward a positive self-image.

Following this, a behavior contract developed by student and teacher was given to each student. It consisted of ten items. The student signed it to make it a binding agreement. The teacher assessed the behaviors and assigned the points. Appendix P illustrates the behavior contract.

The students felt important. Such an agreement helped boost their ego. Each month a special program was conducted and the students received citations for their achievements. At the end of each report period a special social function was given for these students.

The final contractual agreement concerned the grade for the course. The teacher and the students decided what should be achieved to receive a grade of "C." The contract was completed and each student signed and received a copy. The teacher also kept a copy. This seemed to improve the grades since each student was determined to prove that this too was another accomplishment for him. See appendix Q for the Grade "C" Contract.

A "buddy system" was established to help improve peer group relationships. Those who had difficulty in moving throughout the building were paired with the more capable. This helped insure that a student not only had learned, but also that he was capable of using this knowledge to help others achieve.

The students who had no unexcused absences or latenesses and no failing grades became members of Club Finest. This was a school-wide group who were part of the Pursuit of Excellence program. After each report period the students were awarded certificates in assembly. A letter of commendation was sent home as illustrated in appendix R. The Club Finest members also attended special school-wide social functions and programs.

The students attended and participated in school assemblies. Also, each advisory group sent a representative to both the student government meetings and the class council group meetings.

Child Study

The third purpose of this practicum was to provide eight months for the teachers to study the students in order to determine which alternative program of integration or non-integration would be best suited to the needs of each youngster. The alternatives included:

1. A self-contained classroom with no mainstreaming
2. A retarded educable "cycle" with three or four special education teachers
3. Partial mainstreaming into regular classes and subject areas
4. Complete mainstreaming into all regular classes
5. Use of the resource room

During this time, teachers studied each child and attempted to

determine their levels of personal, emotional, social, and academic functioning as accurately as possible. This was done by examining health records, consulting with parents, consulting with the previous counselor and teacher, consulting with the psychiatrist, and observing on a personal basis.

Eighteen students were assigned to each special education teacher. Each student was further assigned to an advisory group.

The students met with the adviser during the advisory period and during two academic classes. The remaining three subject classes that the students had were with the other special education teachers. All retarded educable students had regular lunch periods and gymnasium periods with the other students.

The teachers preferred this type of arrangement because they felt it gave them opportunity for a more in-depth study of the students. This also was reported to help teachers gain insight into the reaction of the students to different personalities. It enabled the teachers to share pertinent information about each student and thus make a more valid and accurate appraisal for placement.

The students learned how to move from class to class. If necessary, they were given individual attention to help them make the necessary adjustments. They seemed to feel as if they were being treated as normal children. To be in the stream of activities was a morale booster.

There was one contained classroom. The students had impairments and other problems such as the following:

1. One student had a hearing impairment
2. One student suffered from poor eyesight
3. Two students were orthopedically handicapped

4. Three students required medication

5. Five students were emotionally disturbed

6. Three students were excessively disruptive

Educators have long recognized the need to assimilate all the available data in order to provide an individualized approach for an individual student. Each student brings his own set of strengths, interests, needs, and abilities to any learning situation. By assessing style and learning modality, determining interest, ascertaining the student's strengths, and then matching these factors against academic deficiencies, teachers can develop a systematic approach for defining appropriate instructional techniques. Also, by assessing the behaviors that interfere with learning, teachers can plan relevant behavior management techniques. This systematic approach facilitates placement of each student in the most appropriate program to meet his individual needs.

The physical development of each student was similarly studied by the special education teachers. The students' cumulative records were utilized, health records were examined, and conferences were conducted with the nurse.

A form noting the physical condition of each student was kept in his profile folder; the counselor received a copy. See appendix S.

This information helped to determine whether special techniques were needed to accommodate instruction to the physical problems of the youngsters. For example, if a student was deaf in one ear, the teacher would note where to locate him in the classroom to best adapt verbal instructions to his hearing handicap. If the student suffered from fatigue, the teacher would arrange frequent rest periods for him.

The teacher also helped the students to develop correct attitudes toward any impairments, such as wearing glasses, using a hearing aid, attending speech class, taking medication, and following the doctor's orders.

Motor development was also observed by the teachers. A record was kept of tactile and kinesthetic development. It was obvious that muscular movement was often awkward and clumsy.

The teacher became aware of poor auditory discrimination and mild reauditorization problems. Special lessons were prepared to meet this need and students were better able to adjust and participate.

By collecting information in connection with intellectual development, the teachers were able to define specific instructional techniques for the students that would work both to capitalize on their strengths and to correct or improve certain behaviors that were hindering success in academics. The level of functioning during this period of assessment was more precisely determined. Placement in the correct alternative program became more accurate.

Success was maximized for each student because every teaching-learning experience allowed each student to accomplish the following:

1. Participate actively in learning
2. Complete most tasks successfully
3. Receive approval
4. Learn and review frequently
5. Build a backlog of successful experiences

The teachers examined the learning modalities, learning styles, and learning tempos of each student. The student's work was observed to determine if he did his best work in the auditory, visual, or kinesthetic learning modality. If he seemed to learn better by listening

to tapes or discussions, it was concluded that his most efficient learning modality was auditory. If he did his best work by watching board presentations, film strips, or films, it was assumed that his most efficient modality was visual. If he learned by manipulating concrete objects, his most efficient learning modality was kinesthetic. The teachers found that students learned better when a combination of modalities was used.

In attempting to determine learning style, the teacher observed the student as he approached a problem; she noted whether he made guesses (trial and error), tried to follow an example (observation and imitation), or demonstrated that he saw the relationships between ideas and concepts (insight).

By noting the method by which the student generally responded, the teacher was able to determine the student's tempo of learning. A quick, impulsive reaction or a slow, reflective response were indicative of the student's time pattern.

The modality indicated the type of learning that served the student most effectively and efficiently. The style suggested the types of materials that would fit the learning modality of the student. The tempo by which the student operated provided the teacher with insight into the methods that were most productive for that particular learner.

The teacher learned the style of learning, the mode of learning, and the tempo of learning for each student. This gave clues to the types of media, materials, books, and other supplies that were needed for the best possible instructions.

A form was developed for each student's folder. The form included such factors as modality, ability level, physical handicaps, language arts strengths, reading level and proposed instructional techniques, mathematics level and proposed instructional techniques, and

behavior management techniques. The form was constantly updated in the areas where changes occurred and progress was made. See Profile Chart I in appendix T. The information collected was used with the students. This data could also be used to introduce any new instructor to the students. With a reading of the form, the teacher knew the pupil's academic deficiencies, the strategies that were previously used, pupil interests, physical impairments, and strengths.

Every two weeks the department head conducted meetings with the teachers to discuss each student, present new evidence, and update the folder.

The teachers recognized the necessity for developing instructional materials that would increase the functional level of the students. Diagnostic tests were used as the basis for formulating the lessons. Results of these tests indicated both the weaknesses and strengths of each student. The instructional materials used helped to reinforce the strengths and alleviate the weaknesses. Special emphasis was placed upon reading, language arts, and mathematics. However, the other subjects were included with good integration of all subject areas.

In reading, lessons were developed based on sight recognition, phonics, word analysis, decoding skills, and discrimination exercises. However, in every reading lesson designed to develop specific skills, a comprehension test was also included. Comprehension was continuously stressed since this was the ultimate goal.

Each student had a reading check list which was updated as the student progressed. See appendix U.

Oral reading was an integral part of the language arts program and the teacher kept a continuous check on the student's reading abilities. Any difficulties were immediately noted and steps taken to

correct them. Oral reading reinforced the vocabulary of the student and was an aid in improving pronunciation and enunciation.

Spelling and handwriting were also emphasized in the development of written communication skills. Spelling was stressed so that the recipient could recognize the written word. Handwriting was practiced with emphasis on legibility. In teaching spelling, the teachers felt that rules and generalizations had little value, but that auditory discrimination and basic knowledge of phonics were of inestimable value. Each spelling lesson was a written lesson and corrected words were written rather than spelled orally, since this was the way in which the student would apply his spelling skills.

Special lessons with the newspaper were developed since the newspaper is an effective tool in motivating the students in the areas of reading, language arts, and social understanding. The teachers used the newspaper because they knew that it would be of practical value throughout the students' lives.

Oral communication skills were stressed with standards being set for oral language in each classroom. Each of the students had an oral communication check list. See appendix V. This check list was continually updated as the student showed improvement in his oral expression. This was a factor that helped enhance the self-image. The student was proud of his improved ability to communicate.

Mathematics is of major importance to the life of the student both in and out of school. Each concept and skill must be systematically taught and thoroughly learned before moving on to the next. If not, the resulting gaps will impede further learning. To illustrate, while a student might be able to perform a given mathematical computation with some degree of proficiency, unless each of the lower level skills has

been mastered, mastery of higher level skills will be disproportionately more difficult.

The specific methodology used in mathematics was the concrete approach, requiring the least amount of abstraction and application of principles.

Emphasis was placed upon the reading and understanding of basic quantitative, arithmetical, and commercial vocabulary using concrete materials wherever possible.

The teachers developed mathematics lessons to help insure that the basic philosophy and methodology of the teaching process were used. The lessons included a variety of activities and experiences to develop the concepts. The lessons also were prepared so that practice, drill, and the application of the concept were a concomitant part of the total learning process.

A check list for the mathematical concepts and skills was designed for each student. There was a sheet for each operation: addition, subtraction, multiplication, and division. See appendix W. These sheets were updated as the student progressed.

Special lessons were designed for telling time. Many of the retarded educable students had difficulty in this area.

The teachers prepared lessons in other subject areas such as social studies and science. These lessons were not only informative but also reinforced reading. These subject areas provided additional learning materials for mathematics, spelling, and a comprehensive understanding of reading content. This technique helped to correlate all subject matter. Practice in test-taking techniques included a variety of tests such as multiple-choice, true and false, and sentence completion.

The development of vocational skills was a vital part of the

program for the retarded educable student. A special class of "Occupational Education" was formed involving all students. The teacher assessed, developed, and integrated academic skills and work-oriented activities.

Special lessons and activities were designed to develop vocational skills. It was thought that this was essential for the students since employment provides economic independence and self sufficience; it also enables them to become contributing members of society. The lessons prepared the students for filling out applications, using time sheets, filing, and completing work sheets. Skill in learning how to obtain a birth certificate was also included.

Industrial application forms were obtained so that the students could practice on the forms. These were the actual employment applications that students would be required to fill out for jobs.

A work habit chart was utilized to help the student learn to evaluate himself. This sheet reinforced acceptable work habits. The student's self-esteem appeared to increase because he was gaining confidence in his ability to make decisions concerning himself. The work habit chart is illustrated in appendix X.

Laboratory exercises were planned to give the student a vicarious learning experience in a vocation. The simulated laboratory developed by the staff provided a curriculum which related academic and social skills to work skills. The students were able to appraise themselves realistically in order to select occupational skills in which to specialize. Self-images improved as vocational skills became more sophisticated.

Some students were interested in working as waiters and waitresses. To further this interest, the teachers developed a training unit. In the diagnostic test, the students were asked to draw the following items in

their proper place on the table: napkin, knife, soup spoon, bread and butter plate, dinner plate, salad fork, dinner fork, teaspoon, bread and butter knife, cup and saucer, and water glass. See appendix Y. The next step was the use of the task sheet. See appendix Z. Following this, a progress chart was utilized to help the students see their improvement. See appendix AA. Finally, the evaluation form showed the students how many skills they had mastered. See appendix BB.

Once each week, the job coordinator for special education met with the students in occupational education. This was very valuable since the coordinator shared her practical experiences with them. The teachers reviewed and reinforced the information learned in these sessions in subsequent lessons with the students.

The job coordinator's lesson had two beginning units. The first unit, "Everybody Works," was based on the following objectives:

1. To help students realize the relationship between working and eventual personal independence
2. To create an incentive for working
3. To make students aware of the importance of all jobs such as:
    a. Skilled jobs (painters, electricians)
    b. Semi-skilled jobs (cook's helpers, bus boys)
    c. Unskilled jobs (envelope stuffer, leaf raker)
4. To expose students to possible areas in which they could seek part-time employment after school and full-time employment after graduation.

The second unit, "Job Responsibilities," was based on the following objectives:

1. To familiarize students with work opportunities which were

different from those they knew.

2. To increase student knowledge about the world of work:

   a. Learning in school

   b. Learning from other people

   c. Knowing about vocational schools

   d. Understanding apprenticeship programs

   e. Being aware of other programs

The job coordinator presented weekly lessons to the students. This was a most profitable learning experience for both the students and teachers. It was very informative with outstanding participation by the students.

In order to relate vocational instruction to the interests of the students, the Philadelphia Interest Inventory was administered to all participants. A summary of interest was computed and graphed for each youngster. For the Interest Inventory and Graph see appendix CC.

Testing

In addition to the profile which the teacher constructed for each child as the study progressed during the first year, the results of a series of standardized, school district, commercial, and teacher-made tests were analyzed. These tests were administered to each youngster during the months of October and April.

For example, the Stanford Diagnostic Reading Test, Levels I and II, Form W, were administered to each student. See appendixes DD and EE for samples of the tests.

The Stanford diagnostic tests are a series of measures designed to identify weaknesses in the fundamental skills of reading. The test

content and suggestions for use of results are based on the general assumption that, in order to improve pupil competence in a certain area, it is first necessary to identify the learning problems of pupils. With this diagnosis, prescriptive teaching can follow.

The Stanford diagnostic tests are designed for use by classroom teachers, are group administered, and are easily scored.

Each of the Stanford diagnostic tests has been prepared in two levels (I and II) with two forms at each level (W and X). Form W was used. The subtests at each level are as follows:

A. Level I

1. Reading comprehension
    a. Measures ability to utilize skills
    b. Establishes general reading level
2. Vocabulary
    a. Reveals level of knowledge of words pupils will encounter in reading material
    b. Tests auditory vocabulary
3. Auditory discrimination
    a. Tests ability to detect similarities and differences among phonemes
4. Syllabication
    a. Evaluates pupil's ability to divide words into syllables
5. Beginning and ending sounds
    a. Tests knowledge of initial and ending sounds of words
    b. Tests ability to produce letters from sounds
    c. Tests recognition of single letters, two or three

consonant letters, and digraphs

6. Blending

   a. Tests ability to blend after word has been divided into meaningful elements

   b. Tests ability to blend after the sound of each element has been determined

7. Sound discrimination

   a. Assesses ability to determine sounds within words

   b. Measures skills of relating sounds produced from printed words

   c. Tests sound quality rather than letter similarities

B. Level II

1. Reading comprehension including literal and inferential
2. Vocabulary
3. Syllabication
4. Sound discrimination
5. Blending
6. Rate of reading

   a. Determines speed with which pupil can read with comprehension

b. Indicates efficiency with which pupil utilizes other reading skills

Upon completion of the Stanford Diagnostic Reading Test and the scoring, a class record was compiled for each class listing the scores for each pupil. See appendix FF.

An individual stanine profile was developed for each individual. The profile reflected pupil standing in the skill areas, areas of strengths and weaknesses, and pupil performance relative to "average" performance. Stanine five was average performance, stanine eight or nine indicated strengths above typical, and stanine one or two showed weakness well below typical. See appendix GG.

The initial test of the Stanford Diagnostic Reading Test, Form W, Level I and II was administered in April and the second test was administered in October. The following results were obtained. See table 4.

1. Sixty-seven students completed both the first and second administrations of the reading tests.

2. Fifty-two students showed improvement in reading scores.

3. Fifteen of these students showed improvement in reading scores but improved less than one grade level.

4. Thirty-seven of the fifty-two students who showed improvement in reading scores, improved at least one grade level or higher.

5. Fourteen students achieved the same score on both tests.

6. One student's score was less on the October test than on the April test.

7. Seventy-eight per cent of the students showed improvement in reading skills.

TABLE 4

PRE-POST RESULTS OF STANFORD DIAGNOSTIC READING TEST

Student	Pre	Post	Gain	Loss	Less than one grade level gain	No Gain
1.	2.1	2.4	x			
2.	3.0	4.1	x			
3.	2.3	2.3				x
4.	3.7	3.7				x
5.	2.4	3.4	x			
6.	3.4	3.9	x		x	
7.	1.1	1.2	x		x	
8.	Absentee - missed both tests					
9.	3.1	4.2	x			
10.	2.4	3.8	x			
11.	2.0	2.1	x		x	
12.	2.4	2.8	x		x	
13.	2.9	2.9				x
14.	3.1	3.7	x		x	
15.	2.1	2.9	x		x	
16.	Absentee - missed both tests					
17.	3.2	4.9	x			
18.	2.1	2.1				x
19.	2.1	3.9	x			
20.	2.8	2.9	x		x	
21.	3.1	4.9	x			
22.	2.7	3.9	x			

TABLE 4—Continued

PRE-POST RESULTS OF STANFORD DIAGNOSTIC READING TEST

Student	Pre	Post	Gain	Loss	Less than one grade level gain	No Gain
23.	3.4	3.6	x		x	
24.	2.9	4.0	x			
25.	1.9	1.9				x
26.	2.9	2.9				x
27.	2.2	3.6	x			
28.	2.8	3.1	x		x	
29.	3.3	4.7	x			
30.	3.3	3.4	x		x	
31.	Did not take	2.9				
32.	Did not take	4.0				
33.	4.4	4.4				x
34.	2.1	3.8	x			
35.	2.8	3.4	x		x	
36.	3.0	4.3	x			
37.	-1.4	-1.4				x
38.	2.8	3.0	x		x	
39.	Did not take	3.1				
40.	2.1	3.8	x			
41.	4.0	3.8		x		
42.	3.2	4.8	x			

TABLE 4—Continued

PRE-POST RESULTS OF STANFORD DIAGNOSTIC READING TEST

Student	Pre	Post	Gain	Loss	Less than one grade level gain	No Gain
43.	2.4	5.3	x			
44.	3.0	4.1	x			
45.	-1.4	-1.4				x
46.	2.6	3.9	x			
47.	4.0	5.1	x			
48.	3.6	3.6				x
49.	2.5	3.9	x			
50.	3.4	3.4				x
51.	2.1	3.8	x			
52.	2.0	3.2	x			
53.	3.6	4.9	x			
54.	Absentee - missed both tests					
55.	2.5	2.8	x		x	
56.	3.0	4.1	x			
57.	3.5	4.8	x			
58.	2.1	2.1				x
59.	2.6	3.9	x			
60.	3.0	4.1	x			
61.	3.2	3.6	x		x	
62.	Absentee - missed both tests					
63.	2.4	3.8	x			

TABLE 4—Continued

PRE-POST RESULTS OF STANFORD DIAGNOSTIC READING TEST

Student	Pre	Post	Gain	Loss	Less than one grade level gain	No Gain
64.	3.0	4.6	x			
65.	2.8	2.9	x		x	
66.	3.3	4.6	x			
67.	2.9	2.9				x
68.	3.1	4.2	x			
69.	2.8	3.9	x			
70.	1.2	2.3	x			
71.	3.2	4.6	x			
72.	Absentee - missed both tests					
73.	2.1	3.9	x			
74.	2.6	3.8	x			
75.	3.0	3.0				x
Totals: 67 students			52	1	15	14
Percentage of gain			78 per cent			

The Group Informal Reading Inventory based on Merrill Linguistic Readers was another evaluative measure used. In order to individualize the teaching of reading skills, the teacher continuously assessed the skill development of each pupil. As a result of this teaching as well as the many other experiences in the learner's life, change and growth in reading were constantly occurring. Evaluation was continuous and testing periodic. This made it possible for the teachers to identify the instructional

reading level of the pupils and plan appropriate skill development programs.

The Merrill Group Informal Reading Inventory included the following areas. See appendix HH.

1. Readiness for each story
2. Copies of sections within the stories to be read aloud
3. Comprehension check for each section

When the Informal Reading Inventory was completed, the comprehension level was determined. A record sheet was prepared. For a sample of the Record Sheet Group IRI, see appendix II.

Reading tests developed by the department heads and teachers were used. These tests involved thinking skills. These skills were cultivated as carefully as word recognition and word analysis skills. The students were taught not only to understand what was being said in print but also to think about the ideas. Most retarded educable students have the mental ability to do this critical thinking. However, most of the students failed to use this ability without direct instruction in critical thinking.

The tests were designed to examine the following areas:

1. Generalizing	See appendix JJ
2. Developing Sensory Imagery	See appendix KK
3. Using Multiple Word Meanings	See appendix LL
4. Judging—fact or opinion	See appendix MM
5. Judging—emotions	See appendix NN

The students progressed to more difficult levels as each test was completed with at least eighty per cent accuracy. The students who had difficulty in reading the material had it read to them either by other students or the teacher.

Each teacher maintained a class summary of the scores achieved by the students. These class summaries were similar to those kept for the Stanford Reading Test. When the pre-test and post-test were scored, the results reported in table 5 were obtained.

TABLE 5

PRE-POST RESULTS OF DEPARTMENT HEAD AND TEACHER-MADE READING TESTS

Percentage of Achievement	Number of Students	
	Pre-test	Post-test
80	4	11
75	1	6
70	3	10
65	4	0
60	2	5
55	2	9
50	3	6
45	9	15
40	14	0
30	0	2
25	7	0
20	3	1
15	5	0
10	8	3
5	6	2
0	4	2

Three mathematics tests were administered to each student. These three tests were administered in October and April. Two were standardized tests—Philadelphia Mathematics Evaluation Test, Level II, see appendix OO, and Philadelphia Mathematics Evaluation Test, Level III, see appendix PP.

The Philadelphia Mathematics Evaluation Test, Level II measured:

1. Systems of numeration
    a. Counting rationally
    b. Writing numerals
    c. Numbering sequence and pattern
2. Rational number system including whole and fractional numbers
    a. Cardinal numbers
    b. Numerals
    c. Addition and subtraction
    d. Problem solving
3. Fractions
4. Measurement
    a. Linear
    b. Time
    c. Calendar
    d. Liquid
    e. Temperature
    f. Money
5. Organizing and interpreting data
6. Geometry

The Philadelphia Mathematics Evaluation Test, Level III measured:

1. Systems of numeration
2. Cardinal numbers

3. Measurement

Level III was different from Level II in the degree of difficulty.

An individual and class summary of the test scores was maintained by each teacher. In the student's portfolio were listed the areas of weakness. The teacher examined the test of each pupil and noted the progress made.

The major areas of weakness were division, fractions, and word problems. Work in budgeting, preparing menus, shopping, using time schedules to determine salaries, figuring mileage, determining sports averages, and drill were some of the methods used.

The pre-test of the Philadelphia Mathematics Evaluation Test was administered in April and the post-test was administered in October. The following results were recorded. See table 6.

1. Sixty-three students took the complete mathematics tests.

2. Forty-seven students showed improvement in mathematics scores.

3. Seventeen of these students showed improvement in mathematics scores but improved less than one grade level.

4. Thirty of the forty-seven students who showed improvement in mathematics scores improved at least one grade level or higher.

5. Fourteen students achieved the same score on both tests.

6. Three students scored lower on the post-test than on the pre-test.

7. Seventy-five per cent of the students showed improvement in mathematical skills.

TABLE 6

PRE-POST RESULTS OF PHILADELPHIA MATHEMATICS EVALUATION TESTS

Student	Pre	Post	Gain	Loss	Less than one grade level gain	No Gain
1.	Did not take	2.0				
2.	2.9	3.1	x		x	
3.	-1.4	-1.4				x
4.	3.6	4.0	x		x	
5.	3.1	4.3	x			
6.	2.9	3.1	x		x	
7.	Did not wish to take tests					
8.	Absentee - missed both tests					
9.	3.1	4.7	x			
10.	3.0	4.3	x			
11.	2.4	3.1	x		x	
12.	3.0	3.0				x
13.	3.0	4.1	x			
14.	1.2	1.2				x
15.	4.2	4.5	x		x	
16.	Absentee - missed both tests					
17.	4.0	5.8	x			
18.	-1.2	-1.3		x		
19.	2.6	2.6				x
20.	4.3	4.2		x		
21.	4.9	6.0	x			

TABLE 6—Continued

PRE-POST RESULTS OF PHILADELPHIA MATHEMATICS EVALUATION TESTS

Student	Pre	Post	Gain	Loss	Less than one grade level gain	No Gain
22.	3.2	4.1	x		x	
23.	3.8	3.8				x
24.	2.1	3.2	x			
25.	-1.2	-1.4		x		
26.	2.3	2.4	x		x	
27.	3.0	4.1	x		x	
28.	2.9	2.9				x
29.	1.2	1.2				x
30.	4.7	5.1	x		x	
31.	Did not take	3.1				
32.	Did not take	2.9				
33.	3.9	4.2	x		x	
34.	3.0	4.1	x			
35.	Did not take	3.1				
36.	2.8	4.1	x			
37.	2.0	2.0				x
38.	1.7	1.7				x
39.	Did not take	2.8				
40.	2.9	3.6	x		x	
41.	3.4	3.4				x

TABLE 6—Continued

PRE-POST RESULTS OF PHILADELPHIA MATHEMATICS EVALUATION TESTS

Student	Pre	Post	Gain	Loss	Less than one grade level gain	No Gain
42.	4.4	5.1	x		x	
43.	3.1	4.8	x			
44.	4.4	5.7	x			
45.	2.0	2.1	x		x	
46.	2.3	2.3				x
47.	3.6	4.9	x			
48.	3.6	3.8	x		x	
49.	3.0	4.1	x			
50.	5.1	5.2	x		x	
51.	3.0	4.2	x			
52.	3.4	4.6	x			
53.	3.2	4.2	x			
54.	Absentee - missed both tests					
55.	3.1	4.3	x			
56.	3.0	4.2	x			
57.	2.0	3.1	x			
58.	3.1	3.2	x		x	
59.	4.0	5.1	x			
60.	2.8	4.0	x			
61.	3.9	4.1			x	
62.	Absentee - missed both tests					
63.	3.1	4.5	x			

TABLE 6—Continued

PRE-POST RESULTS OF PHILADELPHIA MATHEMATICS EVALUATION TESTS

Student	Pre	Post	Gain	Loss	Less than one grade level gain	No Gain
64.	2.9	2.9				x
65.	3.1	4.3	x			
66.	3.1	4.2	x			
67.	3.0	4.1	x			
68.	2.9	5.1	x			
69.	2.0	3.8	x			
70.	2.1					x
71.	2.8	4.1	x			
72.	Absentee - missed both tests					
73.	3.0	4.1	x			
74.	2.4	3.9	x			
75.	3.2	3.2				x
Totals - 63 students			47	3	17	14
Percentage of gain			75 per cent			

The tests constructed by the department head and teachers included problems in addition, subtraction, multiplication, division, fractions, and decimals. There were twenty-five problems each worth four points. The total score that could be achieved was 100. See appendix QQ for a sample of the tests.

A pre-test was administered in October and a post-test was administered in April. The results are depicted in table 7.

TABLE 7

PRE-POST RESULTS OF DEPARTMENT HEAD AND TEACHER-MADE MATHEMATICS TESTS

Scores	Number of Students	
	Pre-test	Post-test
60 or better	23	41
48 - 60	12	9
32 - 48	14	6
20 - 32	9	4
below 20	11	9

A total of sixty-nine students completed both tests.

In the pre-test, it was evident that all students needed help in simple word problems and fractions. Thirty-four students needed special help in division and multiplication. Twenty-one students needed special help in addition, subtraction, division, and multiplication. Nine students had difficulty in understanding the concepts of the six areas. Five students were unable to perform in any area except addition and subtraction of whole numbers.

In the post-test, forty-one students improved in the areas of addition, subtraction, multiplication, division, fractions, and simple word problems. Eleven students improved in addition, subtraction, multiplication, division, and fractions. Nine students improved in multiplication, fractions, and simple word problems. Five students improved in addition, subtraction, multiplication, and simple word problems. Nine students seemed to understand the concepts of the areas, but were unable to compute in those areas.

Cultural and Peer Conflicts

During the school year 1974-75, the newly-assigned retarded educable students were referred to the disciplinary office many times. Infractions included fighting, using profanity, disrespect of teachers and other personnel, and disregard of other rules and regulations. The great majority of these infractions resulted in parental contacts for disciplinary reasons.

The organization of the disciplinary office presented serious problems for the retarded educable students. There were too many different personalities who worked with each student. The time lapse between the offense and the handling of the offense was often too long. Some students did not remember the details of the incident, the reason for the referral, or why there was any need for either an interview or accountability. There was deep resentment concerning the involvement of the parent.

During the school year 1975-76, the method of discipline referral was changed. The department head assumed responsibility for the behavior infractions of all the retarded educable students. All referrals were sent to the department head's office.

This method proved more beneficial for the students. They had only one person to contact, they knew the person to whom they were to report, and the department head knew each student through other contacts. The department head also knew a majority of the parents.

A team was formed for handling the infractions. It included the department head, teachers, the counselor, and the parent. All decisions were made by the team. Professional help was requested if it was felt that this was necessary for the student. Table 8 presents a comparison of the cultural and peer conflicts for the year 1974-75 and 1975-76.

TABLE 8

CULTURAL AND PEER CONFLICTS

	Type of Conflict	Number of Referrals 1974-75	1975-76
1.	Fighting in classroom	7	3
2.	Cursing	59	21
3.	Talking back to teachers	16	5
4.	Refusal to do classwork	29	8
5.	Cutting class	13	10
6.	Fighting in halls	8	3
7.	Lunchroom	15	6
8.	Smoking in building	5	4
9.	Threatening teachers	3	1
10.	Threatening students	19	12
11.	Carrying weapons	5	2
12.	Destroying property	7	2
13.	Throwing objects	8	0
14.	Lateness to class	42	28
15.	Disrespect to security personnel	18	4
	Total referrals	254	109
	Percentage of Reduction in Referrals	57 per cent	

Psychological Re-evaluation

On May 5, 1972, as a result of the class action suit brought against the Commonwealth of Pennsylvania by the Pennsylvania Association for Retarded Children (PARC), Judges Adams, Masterson, and Broderick enjoined the Commonwealth and its subsidiaries to re-evaluate the educational assignment of every mentally retarded child not less than every two years and upon such re-evaluation to provide notice and the opportunity for a hearing.[2] During this first year, teachers had an opportunity to study these recent evaluations to assist them in their understanding of each child. If the re-evaluation was not made during the two preceding years, the teacher was asked to notify the department head so that arrangements could be made through the School District Central Office for the re-evaluation. The examination used in these re-evaluations was the Wechsler Intelligence Scale for Children or the Stanford-Binet.

Each adviser compiled a list of the students. The list showed the name and date of the previous psychological test. This list was given to the counselor. Refer to appendix RR for the record of psychological examinations.

The counselor then arranged for the psychologist to test those students who had not been tested in two years, who had not had a recent psychological examination, or who were to be tested at the request of the parent, teacher, or counselor.

After the student had been tested and the psychological report received, the counselor and teacher received a reminder notice to

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[2]Lippman, L. & Goldberg, I., Right to Education, Teachers College Press, Columbia University, New York, 1973.

review the results of testing. This was done to insure that the recommendations on the psychological report were implemented. See appendix SS for the reminder notice.

The psychological re-evaluations were especially useful since three students were returned to regular grade and one student, whose psychological recommendation stated that the student should be tested each year, had not had a psychological examination since seventh grade.

Parental Involvement

Parents are an integral part of a successful school program. Many parents are aware of and have some understanding of the impediments of a learning handicap. Other parents, however, do not have this understanding, and it is of utmost importance that they develop this understanding.

The school-community coordinator visited the home of each incoming retarded educable student. These informal visits helped to build the confidence that many parents needed to feel before they were ready to be a willing and active part of the school family.

In order to keep lines of communication open, the school-community coordinator continued home visitations and encouraged frequent visits to the school by parents.

To have scheduled formal visits to the school would have been non-productive for these parents who undoubtedly would have remained reluctant to participate in school life. It was anticipated that such an approach would yield little parental involvement.

Instead, cluster meetings were arranged by the school-community coordinator in the various neighborhoods of the students. The meetings were held in the homes of these parents; other parents in the neighborhood

were invited. Discussions were held, problems identified, and questions answered. The department head and teachers attended. At the request of the parents at one cluster meeting, "Tips for Parents" were discussed. The following suggestions were offered and mailed to all the parents.

1. Build routine into your child's daily life, so that he/she knows what to expect at a given time.

2. Have f e w household rules, but consistently enforce them.

3. Do not give several instructions all at once. Voice them one at a time, as each direction is accomplished.

4. If your child has difficulty remembering which is his right or left hand, put a dot on the appropriate hand with finger nail polish or a magic marker.

5. Keep his room uncluttered.

6. Help him learn arithmetic by having him set the table and by having him help you measure ingredients and follow instructions for recipes. By helping with carpentry, shopping, using the newspaper, adding bills, and helping with the family budget, other learning experiences occur.

7. Reading books, magazines, and newspapers is important. Read with your child. Encourage your child to read. Discuss reading materials with your child.

8. Encourage such games as Pick-Up-Sticks, Monopoly, card games, memory games, checkers, chess, model building, and follow-the-dot pictures.

9. Helpful outdoor activities include roller skating, ice skating, swimming, bike riding, tumbling, and basketball.

10. Give your child the opportunity to know success in non-academic areas of endeavor.

This dialogue needed to be ongoing between the home and the school if it were to benefit most retarded educable children. In specific cases, the parents were provided with teaching materials and some methods were demonstrated which the parents were able to implement.

The students became aware of this new parental participation. They responded and showed a marked interest in cooperating. Many times they put forth great effort to demonstrate their spirit of cooperation. When parents were encouraged to come to school, were asked to sit down, took the time to observe, and demonstrated interest in their children's performance, their children showed progress in their struggle to overcome problems. Inherent in this plan were suggestions to parents for more specific management of social and academic behaviors.

Teas were held at the school for the parents of the youngsters. The parents were given pertinent information; they toured the building; and they enjoyed the social aspects of refreshments and conversation. There were informal discussions and question and answer periods. See appendix TT for the type of invitation sent to parents.

The parents were invited also to the general school meetings and included in all school events. See appendix UU and VV for examples of school-wide notices.

Meetings for parents of the retarded educable students were held monthly in the school with the school staff and invited guests. A program committee helped plan the meetings. Parental involvement was an important factor in the improvement in student attitudes and behavior. The parental interest which surfaced was a motivational factor in better student achievement and participation.

Notices were sent to parents to remind them of each meeting. A telephone squad was used to ascertain the number planning to attend.

Transportation was provided for those who needed it.

The parents also participated in the meetings for the entire parent body conducted by the Home and School Association.

See table 9 for the number of parents attending each monthly meeting.

TABLE 9

MONTHLY PARENT MEETINGS

Month	Number of Parents
October	10
November	21
December	19
January	36
February	49
March	61
April	63
May	58
June	45

The parents participated in cluster meetings organized by the school-community coordinator in the various neighborhoods within the school boundaries. The parents volunteered to use their homes and they also invited other parents.

These cluster meetings were conducted at 7:30 P.M. on the second and fourth Wednesday of each month. The number of parents who participated was recorded. See table 10. Of all the parents invited to the cluster meetings, eighty-six per cent responded and participated.

TABLE 10

PARENT CLUSTER MEETINGS

Meetings		Parents Invited	Parents Attended
October	2nd Wednesday	15	12
	4th Wednesday	20	15
November	2nd Wednesday	14	12
	4th Wednesday	12	8
January	2nd Wednesday	14	11
	4th Wednesday	15	14
February	2nd Wednesday	12	12
	4th Wednesday	14	13
March	2nd Wednesday	16	14
	4th Wednesday	15	15
April	2nd Wednesday	15	13
	4th Wednesday	6	6
	Totals	168	145
	Percentage of Attendance		86 per cent

CHAPTER VII

SUMMARY AND CONCLUSIONS

1. One purpose of this practicum was to provide some of the knowledges and skills necessary to successful functioning at West Philadelphia High School so that by the end of the first year seventy-five per cent of all newly-assigned retarded educable students would be able to read a roster properly, understand the floor plan of the building, find their way around the building, understand the bell schedule, follow school rules and regulations, and interpret the Student Handbook.

   a. By November 1975, a roster test revealed that one hundred per cent of the students were able to read their rosters correctly. Another test administered in April 1976, indicated the same results.

   b. In November 1975, a floor-plan test indicated that one hundred per cent of the students understood the floor plan of the building.

   c. The procedures followed in helping the retarded educable students locate their lockers, lavatories, lunchrooms, and auditoriums proved to be one hundred per cent successful.

   d. In April 1976, test results indicated that eighty-

five per cent of the students were familiar with the entire bell schedule. Fifteen per cent knew the bell schedule, but were not certain of the specific time span of each period.

e. Mid-term examinations on the Student Handbook and the April 1976 handbook quiz revealed that eighty per cent of the students acquired the general information in the Handbook and could interpret its meaning.

2. A second purpose of this practicum was to assist at least seventy-five per cent of all newly-assigned retarded educable students in maintaining and developing their self-images.

a. Two administrations of the Multipurpose Scale, Form 414, School District of Philadelphia, were used to determine success in this area in October 1975 and April 1976. A comparison of the scores indicated that one hundred per cent of the sixty-five students tested either maintained or raised their scores in terms of self-images, peer relationships, and adult relationships.

3. A third purpose of this practicum was to help at least seventy-five per cent of the newly-assigned retarded educable students improve in reading and mathematical skills. Tests were administered in October 1975 and in April 1976. A comparison of results was made.

a. The results of the Stanford Diagnostic Reading Test, Form W, Levels I and II, revealed that seventy-eight per cent of the sixty-seven students who took

both tests showed improvement in reading skills.

b. The results of the Philadelphia Mathematics Evaluation Test revealed that seventy-five per cent of the sixty-three students who took the first and second tests showed improvement in mathematical skills.

c. Results of tests constructed by the department head and teachers revealed that the students improved in both reading and mathematical skills.

4. A fourth purpose of this practicum was to assist the newly-assigned retarded educable students in minimizing cultural and peer conflicts. Success was determined by comparing the number of disciplinary referrals for the 1975-76 school year with those of the year 1974-75. It was hoped that a fifty per cent reduction in both areas would be realized.

a. A fifty-seven per cent reduction in the number of disciplinary referrals and the number of parental contacts for disciplinary reasons was realized.

5. The principal, vice principal, and department head each conducted at least three classroom observations of the special education teachers during the year 1975-76. Professional conferences followed each observation. Lesson plans and instructional outlines were collected, checked, and discussed with the teachers. The three evaluators were convinced that all teachers were providing daily opportunities for the youngsters to acquire knowledge and skills necessary for successful functioning at West Philadelphia High School.

6. As was indicated previously, one hundred per cent of the students tested maintained or raised their scores in terms of self-image, peer relationships, and adult relationships. This achievement was

attributed in part to the influence of professional personnel who volunteered their services and their time to work with these youngsters. At least twenty-one professionals worked with the students for a minimum of one thousand and thirty man-hours.

7. Teachers, other professional personnel, and parents all worked together in order to provide assistance for the youngsters in improving their self-image. The special education teachers all attended at least three of the conferences conducted by the Mental Health Consortium. All of the parents of the students involved attended the professional meetings since this was a requirement of the Consortium program. Eighty-six per cent of the parents attended the cluster meetings.

8. By the end of the school year 1975-76, the principal provided educational alternatives for the newly-assigned retarded educable students so that their needs might be met in a variety of educational settings. The alternatives provided included the following:

a. A retarded educable "cycle"

b. A program of partial or complete mainstreaming into regular classes and subject areas

c. A resource room

9. At the end of the school year 1975-76, a Student Profile and Assignment Table was completed for each retarded educable youngster who was assigned to West Philadelphia High School in September 1975. The table was completed through the cooperation of teachers, counselors, and professional personnel from outside agencies. The table included a summary of physical, motor, intellectual, social, and emotional development for each youngster. The pre-tests and post-tests included scores in reading and mathematics. A recommended alternative educational

program was indicated for each student. For the completed table refer to table 11.

TABLE 11

STUDENT PROFILE AND ASSIGNMENT TABLE

Name	Phys. Dev.	Motor Dev.	Intell. Dev.	Social & Emot. Dev.	Stanford		Math. Fund.		Assignment
					Pre	Post	Pre	Post	
1.	Sat.	Sat.	Sat.	Sat.	2.1	2.4	DNT	2.0	Cycle & Shops
2.	Elevator	Sat.	Sat.	Shy Cries	3.0	4.1	2.9	3.1	Reg. Eng.
3.	Deaf	Unsat.	Communicat. Difficult	Dependent	2.3	2.3	-1.4	-1.4	Contained Class
4.	Sat.	Sat.	Sat.	Sat.	3.7	3.7	3.6	4.0	Reg. Eng. & Math.
5.	Sat.	Sat.	Sat.	Sat.	2.4	3.4	2.4	3.1	Reg. Eng. & Math.
6.	Sat.	Sat.	Sat.	Sat.	3.4	3.9	3.1	4.3	Reg. Eng. & Math.
7.	Asthma	Unsatis. Visual	Unsat.	Poor Interaction	1.1	1.2	DNT	DNT	Contained Class
8.	Sat.	Sat.	Sat.	Absentee	DNT	DNT	DNT	DNT	Cycle
9.	Sat.	Sat.	Sat.	Peer Difficulty	3.1	4.2	3.1	4.7	Reg. Eng. & Math.
10.	Poor Eyesight	Visual	Sat.	Sat.	2.4	3.8	3.0	4.3	Reg. Eng. & Math.
11.	Sat.	Sat.	Sat.	Sat.	2.0	2.1	2.4	3.1	Cycle & Shops
12.	Arm Deformed	Sat.	Poor Judgment	Peer Difficulty	2.4	2.8	3.0	3.0	Cycle & Shops

TABLE 11—Continued

STUDENT PROFILE AND ASSIGNMENT TABLE

Name	Phys. Dev.	Motor Dev.	Intell. Dev.	Social & Emot. Dev.	Stanford		Math. Fund.		Assignment
					Pre	Post	Pre	Post	
13.	Sat.	Sat.	Sat.	Poor Self Care	2.9	2.9	3.0	4.1	Reg. Math.
14.	Hyperactive	Awkward	Unsat.	Peer Difficulty	2.1	2.7	1.2	1.2	Contained Class
15.	Ortho. Knee Bent	Unsat.	Sat.	Peer Difficulty	2.1	2.9	4.2	4.5	Reg. Math.
16.	Sat.	Sat.	Present only	35 days	DNT	DNT	DNT	DNT	Cycle
17.	Speech Imped.	Sat.	Sat.	Sat.	3.2	4.9	4.0	5.8	Reg. Eng. & Math
18.	Sat.	Sat.	Sat.	Sat.	2.1	2.1	-1.2	-1.3	Cycle & Shops
19.	Seizures	Staggers	Communicat. Difficulty	Frightened	2.1	3.9	2.6	2.6	Cycle & Shops
20.	Sat.	Sat.	Sat.	Dependent	2.8	2.9	4.3	4.2	Reg. Math.
21.	Sat.	Sat.	Sat.	Sat.	3.1	4.9	4.9	6.0	Reg. Eng. & Math.
22.	Asthma	Unsat. Tactile	Poor Judgment	Disturbed	2.7	3.9	3.2	4.1	Contained Class
23.	Sat.	Sat.	Sat.	Adult Difficulty	3.4	3.6	3.8	3.8	Reg. Eng. & Math.
24.	Hearing	Reauditor-ization	Conceptual Difficulty	Sat.	2.9	4.0	2.1	3.2	Reg. Eng.

TABLE 11—Continued

STUDENT PROFILE AND ASSIGNMENT TABLE

Name	Phys. Dev.	Motor Dev.	Intell. Dev.	Social & Emot. Dev.	Stanford		Math. Fund.		Assignment
					Pre	Post	Pre	Post	
25.	Sat.	Sat.	Sat.	Sat.	1.9	1.9	-1.2	-1.4	Cycle & Shops
26.	Sat.	Sat.	Poor Judgment	Adult Difficulty	2.9	2.9	2.3	2.4	Cycle
27.	Sat.	Sat.	Sat.	Sat.	2.2	3.6	3.0	4.1	Reg. Eng. & Math.
28.	Medicine	Reauditor-ization	Sat.	Fearful-Poor Self Concept	2.8	3.1	2.9	2.9	Contained Class
29.	Sat.	Sat.	Sat.	Sat.	3.3	4.7	1.2	1.2	Reg. Eng.
30.	Sat.	Sat.	Sat.	Poor Self Concept	3.3	3.4	4.7	5.1	Reg. Eng. & Math.
31.	Sat.	Sat.	Does Not Work	Introvert	DNT	2.9	DNT	3.1	Cycle
32.	Sat.	Sat.	Sat.	Sat.	DNT	4.0	DNT	2.9	Reg. Eng.
33.	Sat.	Sat.	Sat.	Sat.	4.4	4.4	3.9	4.2	Reg. Eng. & Math.
34.	Visual	Unsat.	Sat.	Sat.	2.1	3.8	3.0	4.1	Reg. Eng. & Math.
35.	Sat.	Sat.	Sat.	Adult Difficulty	2.8	3.4	DNT	3.1	Cycle
36.	Sat.	Sat.	Sat.	Sat.	3.0	4.3	2.8	4.1	Reg. Eng. & Math.

TABLE 11—Continued

STUDENT PROFILE AND ASSIGNMENT TABLE

Name	Phys. Dev.	Motor Dev.	Intell. Dev.	Social & Emot. Dev.	Stanford		Math. Fund.		Assignment
					Pre	Post	Pre	Post	
37.	Sat.	Sat.	Sat.	Sat.	-1.4	-1.4	2.0	2.0	Cycle & Shops
38.	Sat.	Sat.	Sat.	Sat.	2.8	3.0	1.7	1.7	Cycle & Shops
39.	Sat.	Sat.	Sat.	Sat.	DNT	3.1	DNT	2.8	Cycle
40.	Sat.	Sat.	Sat.	Sat.	2.1	3.8	2.0	3.6	Reg. Eng. & Math.
41.	Diabetic	Unsat. Visual	Sat.	Sat.	4.0	3.8	3.4	3.4	Cycle & Shops
42.	Sat.	Sat.	Sat.	Sat.	3.2	4.8	4.4	5.1	Reg. Eng. & Math.
43.	Visual	Sat.	Sat.	Sat.	2.4	5.3	3.1	4.8	Reg. Eng. & Math.
44.	Elevator	Sat.	Sat.	Sat.	3.0	4.1	4.4	5.7	Reg. Eng. & Math.
45.	Sat.	Sat.	Sat.	Adult Difficulty	-1.4	-1.4	2.0	2.1	Cycle & Shops
46.	Asthma	Sat.	Sat.	Withdrawn	2.6	3.9	2.3	2.3	Reg. Eng.
47.	Sat.	Sat.	Sat.	Sat.	4.0	5.1	3.6	4.9	Reg. Eng. & Math.
48.	Sat.	Sat.	Poor Judgment	Disturbed	3.6	3.6	3.6	3.8	Contained Class

TABLE 11—Continued

STUDENT PROFILE AND ASSIGNMENT TABLE

Name	Phys. Dev.	Motor Dev.	Intell. Dev.	Social & Emot. Dev.	Stanford		Math. Fund.		Assignment
					Pre	Post	Pre	Post	
49.	Sat.	Sat.	Sat.	Sat.	2.5	3.9	3.0	4.1	Reg. Eng. & Math.
50.	Sat.	Sat.	Sat.	Sat.	3.4	3.4	5.1	5.2	Reg. Eng. & Math.
51.	Visual	Sat.	Sat.	Sat.	2.1	3.8	3.0	4.2	Reg. Eng. & Math.
52.	Hearing	Sat.	Sat.	Peer Difficulty	2.0	3.2	3.4	4.6	Reg. Math.
53.	Sat.	Sat.	Sat.	Sat.	3.6	4.9	3.2	4.2	Reg. Eng. & Math.
54.	Sat.	Sat.	Chronic	Absentee	DNT	DNT	DNT	DNT	Cycle
55.	Sat.	Sat.	Sat.	Sat.	2.5	2.8	3.1	4.3	Reg. Math.
56.	Visual	Reauditor-ization	Sat.	Sat.	3.0	4.1	3.0	4.2	Reg. Eng. & Math.
57.	Sat.	Sat.	Sat.	Sat.	3.5	4.8	2.0	3.1	Reg. Eng.
58.	Visual	Sat.	Sat.	Sat.	2.1	2.1	3.1	3.2	Cycle & Shops
59.	Sat.	Sat.	Sat.	Sat.	2.6	3.9	4.0	5.1	Reg. Eng. & Math.
60.	Sat.	Sat.	Sat.	Sat.	3.0	4.1	2.8	4.0	Reg. Eng. & Math.

TABLE 11—Continued

STUDENT PROFILE AND ASSIGNMENT TABLE

Name	Phys. Dev.	Motor Dev.	Intell. Dev.	Social & Emot. Dev.	Stanford		Math. Fund.		Assignment
					Pre	Post	Pre	Post	
61.	Visual	Unsat.	Sat.	Sat.	3.2	3.6	3.9	4.1	Reg. Eng. & Math.
62.	Sat.	Sat.	Chronic	Absentee	DNT	DNT	DNT	DNT	Cycle
63.	Sat.	Sat.	Sat.	Sat.	2.4	3.8	3.1	4.5	Reg. Eng. & Math.
64.	Sat.	Sat.	Sat.	Sat.	3.0	4.6	2.9	2.9	Reg. Eng.
65.	Visual	Sat.	Sat.	Sat.	2.8	2.9	3.1	4.3	Reg. Math.
66.	Hearing	Sat.	Sat.	Poor Self-Concept	3.3	4.6	3.1	4.2	Reg. Eng. & Math.
67.	Sat.	Sat.	Sat.	Sat.	2.9	2.9	3.0	4.1	Reg. Math.
68.	Speech	Reauditor-ization	Poor Com-munication	Sat.	3.1	4.2	2.9	5.1	Reg. Eng. & Math.
69.	Sat.	Sat.	Sat.	Sat.	2.8	3.9	2.0	3.8	Reg. Eng. & Math.
70.	Sat.	Sat.	Sat.	Sat.	1.2	2.3	2.1	2.1	Cycle & Shops
71.	Flat Feet	Auditory Disc.	Sat.	Sat.	3.2	4.6	2.8	4.1	Reg. Eng. & Math.
72.	Sat.	Sat.	Chronic	Absentee	DNT	DNT	DNT	DNT	Cycle

TABLE 11—Continued

STUDENT PROFILE AND ASSIGNMENT TABLE

Name	Phys. Dev.	Motor Dev.	Intell. Dev.	Social & Emot. Dev.	Stanford		Math. Fund.		Assignment
					Pre	Post	Pre	Post	
73.	Sat.	Sat.	Sat.	Sat.	2.1	3.9	3.0	4.1	Reg. Eng. & Math.
74.	Visual	Reauditor-ization	Sat.	Sat.	2.6	3.8	2.4	3.9	Reg. Eng. & Math.
75.	Sat.	Sat.	Sat.	Disturbed	3.0	3.0	3.2	3.2	Cycle & Shops

Table 11 Abbreviation Code

Disc. - Disciplinary

DNT - Did not take test

Emot. Dev. - Emotional Development

Eng. - English

Intell. Dev. - Intellectual Development

Math. - Mathematics

Math. Fund. - Mathematical Fundamentals

Phys. Dev. - Physical Development

Reg. - Regular

Sat. - Satisfactory

Unsat. - Unsatisfactory

Student assignments were made on the basis of a study of the profile of each student. The professional personnel involved agreed that each youngster should meet certain criteria in order to be mainstreamed. These included the followings:

1. There should be no physical handicaps which would impede progress

2. The youngster should suffer from no serious social or emotional disturbances

3. Satisfactory intellectual development should be indicated; a minimum score of 3.6 in reading and a 4.0 in mathematics should be obtained

4. Recommendation of teachers and counselors

These assignments were not intended to be rigid. Changes could be made at any time based on recommendations of staff members. The program was completely flexible and was constantly subject to comprehensive, cooperative, and continuous evaluation.

CHAPTER VIII

ADDENDUM

As was indicated previously, Phase Two of this project, scheduled for completion in June 1977, will deal with the assignment of retarded educable students to an alternative educational setting, and will evaluate the entire process. The involvement of teachers and parents will be studied and expanded. Impact of curriculum and teachers on student's failure will be analyzed; this analysis will facilitate recommendations for improvement.

Also, Phase Two will include a comprehensive evaluation of the effectiveness of the educational assignments described in this report. A survey of report card marks will be used to determine if the selection process and procedures were successful in identifying those retarded educable students who could meet with success in regular classrooms. Failing marks would indicate a need for conferences with the teachers, supportive personnel, and parents. Changes made in the program for individual students will be described.

The effectiveness of all alternative programs of integration will be analyzed in the Phase Two Report. The successes and failures of the students studied in the present report (Phase One) will be surveyed and changes described.

Periodic evaluation meetings involving all personnel will continue in order to determine whether or not the practicum is meeting

its objectives and whether components of the program should be modified or revised.

This Phase One Report, which focused on an in-depth study of the nature of the special education child and the organization of the total special education program, dealt with the concomitant process of selection and assignment of retarded educable students to the proper educational program at West Philadelphia High School. At the present time, as was indicated in chapter 7, the results of the program seem to be positive; the program seems to be assisting retarded educable students in coping with the problems presented by a large, urban, complex, high school.

The component of the program described in this report will remain as part of the on-going program at West Philadelphia High School. It is expected that the entire project, including Phase One and Phase Two will result in a model which could be applied successfully in other high schools of the School District of Philadelphia.

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APPENDIX A

TELEPHONE, GR 6-4332

WEST PHILADELPHIA HIGH SCHOOL

FORTY-SEVENTH AND WALNUT STREETS

PHILADELPHIA, PA. 19139

August 2, 1975

Dear Parent:

West Philadelphia High School is proud to have your child as a member of the West Philadelphia High School family.

You are cordially invited to come to school with your child on the first day of school - September 9, 1975 - at 10:30 AM. This will give you and our new student an opportunity to share the beginning of a high school career.

The information at the bottom of this letter will tell you and your child where to report.

Please visit the school at anytime. We look forward to helping you make your child's high school life a success.

Sincerely yours,

Walter H. Scott

WALTER H. SCOTT
Principal

NAME _____ Group Number _____

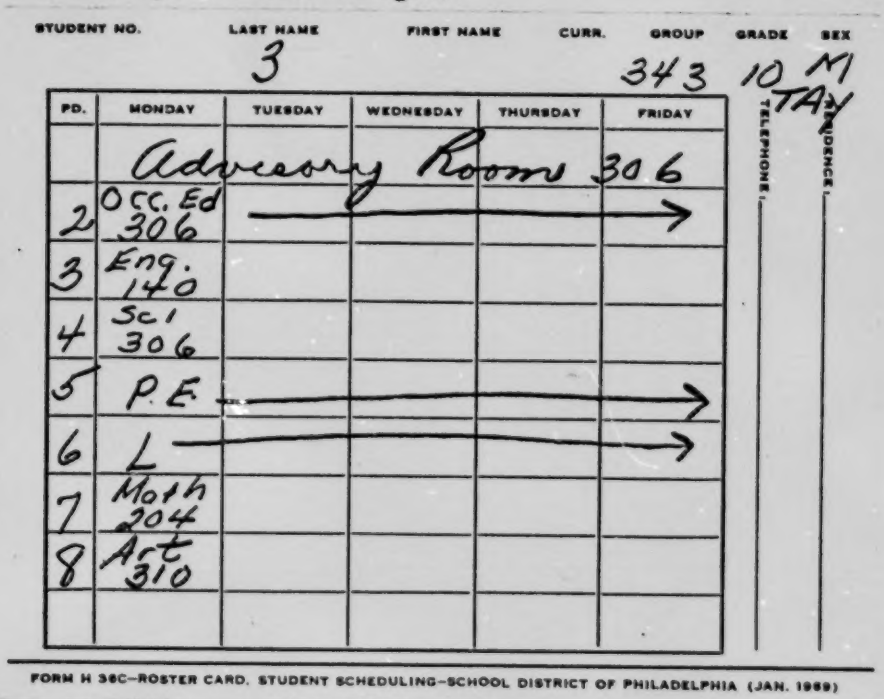
Report to room _____.

APPENDIX B

SAMPLE ROSTERS

Below are samples of the types of rosters used by the students in the retarded educable cycle of classes.

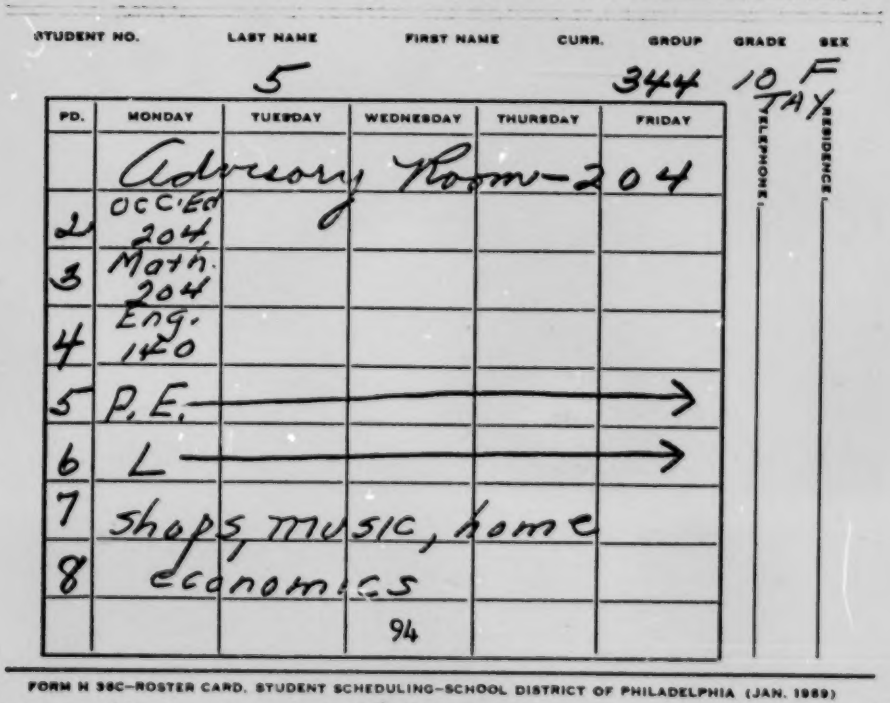
The rosters were subject to change at the recommendation of the teachers and the counselor. Students also had opportunities to request roster changes.



STUDENT NO. 3 LAST NAME FIRST NAME CURR. 343 GROUP 10 GRADE M SEX TAY RESIDENCE TELEPHONE

PD.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Advisory Room 306				
2	Occ. Ed 306	→	→	→	→
3	Eng. 140				
4	Sci 306				
5	P.E.	→	→	→	→
6	L	→	→	→	→
7	Math 204				
8	Art 310				

FORM H 38C—ROSTER CARD, STUDENT SCHEDULING—SCHOOL DISTRICT OF PHILADELPHIA (JAN. 1969)



STUDENT NO. 5 LAST NAME FIRST NAME CURR. 344 GROUP 10 GRADE F SEX TAY RESIDENCE TELEPHONE

PD.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Advisory Room—204				
2	Occ. Ed 204				
3	Math 204				
4	Eng. 140				
5	P.E.	→	→	→	→
6	L	→	→	→	→
7	Shops, Music, Home				
8	Economics				
			94		

FORM H 38C—ROSTER CARD, STUDENT SCHEDULING—SCHOOL DISTRICT OF PHILADELPHIA (JAN. 1969)

APPENDIX C

WEST PHILADELPHIA HIGH SCHOOL

I Can Read My Roster Quiz

1. What is your homeroom number?
2. What class comes after homeroom?
3. What class do you have 6th period?
4. What period do you have after lunch?
5. When is your lunch?
6. Which period do you have mathematics?
7. What is your English class room number?
8. What is the name of your shop class?
9. What is the room number of your shop?
10. Who is your mathematics teacher?
11. Who is your homeroom teacher?
12. Which periods do you have crafts?
13. What is the room number of your occupational education class?
14. Which period do you have physical education?
15. On which day is assembly?
16. What class do you have after assembly?
17. What is your English teacher's name?
18. What class do you have after fifth period?
19. What class do you have after third period?
20. Write the room numbers, periods, and names of your classes.

APPENDIX D

RECORD OF ROSTER TESTS

Date _____

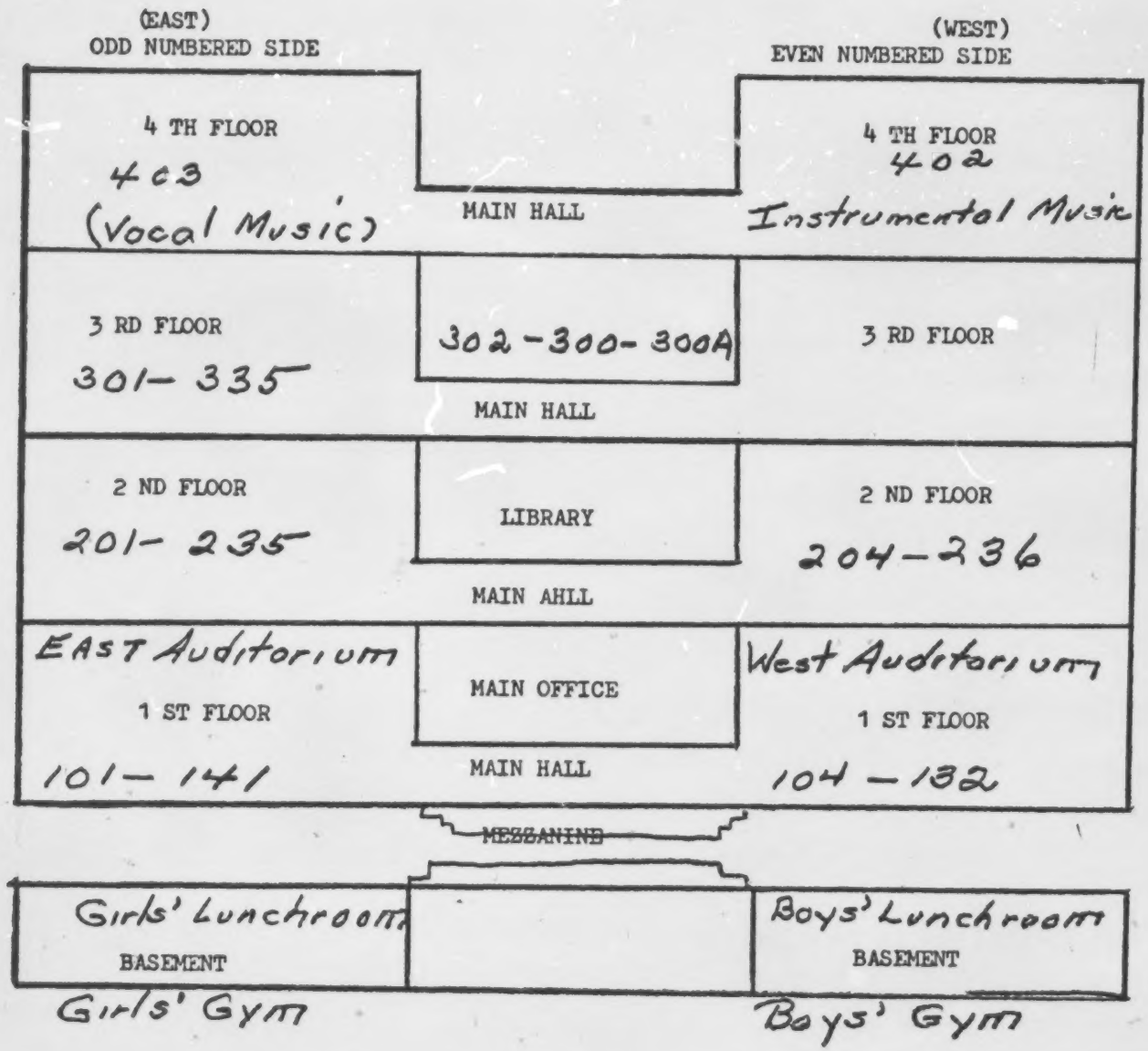
Teacher _____ Group No. _____

	Name	Written Test	Original Roster	Creative Roster
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
		96		

APPENDIX E

WEST PHILADELPHIA HIGH SCHOOL

"FINDING CLASSROOMS AND OTHER IMPORTAT ROOMS IN SCHOOL"



APPENDIX F

WEST PHILADELPHIA HIGH SCHOOL

I Know My School Building Quiz

1. On which floor is your homeroom?
2. How do you get to your first period class from your homeroom?
3. How do you get to the West Auditorium from room 306?
4. How do you get to the music room?
5. How do you get from room 204 to the Boys' Gym?
6. On which floor is your locker pocated?
7. How do you get from room 300 to the health room?
8. On which floor will you find your counselor?
9. Where are the shops located?
10. Where is room 136?
11. Where is the Principal's office?
12. How do you get from the lunchroom to room 306?
13. How do you get from room 105 to room 204?
14. Where is the library located?
15. On which floor is the main office?
16. How do you get from room 132 to the library?
17. How do you go from room 134 to the health room?
18. How do you go from room 140 to the Girls' Gym?
19. How do you get from room 138 to the girls' lunchroom?
20. How many floors does the school have?

APPENDIX G

BELL SCHEDULE - 1975-76

	REGULAR		ASSEMBLY		FACULTY MEETING	
	CLASS BEGINS	(Minutes)	CLASS BEGINS	(Minutes)	CLASS BEGINS	(Minute
1.	7:55	50	8:01	44	Cancelled	
ADV.	8:45	17	8:45	50	8:45	15
2.	9:02	50	9:34	44	9:00	35
3.	9:52	50	10:18	44	9:35	35
4.	10:42	50	11:02	44	10:10	35
5.	11:32	43	11:46	40	10:45	40
6.	12:15	43	12:26	40	11:25	40
7.	12:58	42	1:06	40	12:05	40
8.	1:40	50	1:46	44	12:45	35
	DISMISSAL 2:30		DISMISSAL 2:30		DISMISSAL 1:20	

*FACULTY MEETING
1:30 P.M.PROMPT

APPENDIX H

WEST PHILADELPHIA HIGH SCHOOL

I Know the Times of My Classes Quiz

1. What time does school begin?
2. What time must you be in your homeroom in the morning?
3. What time is your lunch period?
4. How long is your second period class on the regular bell schedule?
5. On assembly days what time must you be in the auditorium?
6. What time is school dismissed?
7. On faculty meeting days what time is your lunch period?
8. What time is eighth period?
9. What time does second period begin on assembly days?
10. What time does fifth period begin on faculty meeting days?
11. What time does sixth period begin on assembly days?
12. What time is third period?
13. What time is school dismissed on faculty meeting days?
14. What time is crafts period?
15. What time does crafts period end?
16. What time does school begin on faculty meeting days?
17. What time is seventh period on assembly days?
18. What time is second period on a regular bell schedule?
19. What time is fifth period on assembly day?
20. Write the bell schedule for your usual day in school.

West Philadelphia High School

Student Handbook

INTRODUCTION

Welcome to West Philadelphia Senior High School !

You are now attending one of the largest and most innovative schools in this city--one that provides educational and career opportunities second to none.

This Handbook has been prepared in order to help you become familiar with our school plant and its facilities, and to introduce you to your rights, privileges and your responsibilities which go hand in hand with your being a member of the West Philadelphia High School family.

We hope your stay at West will be pleasant, productive, and profitable. What our school is--or becomes --depends on all of us. Help us to provide quality education for all students. Help us to maintain our high standards. Help us to make certain that "West is Best."

My best regards to everyone.

Walter H. Scott
Principal

Claude Bass, Vice Principal Student Activities

Gwendolyn Hewlett, Vice Principal, Girls

Jerusha Logan, Vice Principal, Boys

INFORMATION FOR NEW STUDENTS

GENERAL INFORMATION ABOUT WEST PHILADELPHIA HIGH SCHOOL

West Philadelphia High School is happy to welcome each one of you to our school family. For the next few years this will be your school and your learning center.

West Philadelphia High School has many varied and interesting programs. You are asked to participate in as many as you wish. The greater your involvement, the better your growth and achievement.

You are now a part of "A Great School In A Great City." "West is Best!" We are happy you are here. We look forward to your contributions. Make your stay an enjoyable, enlightening, participating, and contributing one.

Again - - W E L C O M E !

1. BUILDING DIRECTIONS

West Philadelphia High School is composed of two buildings which are identical the East Building and the West Building. The East Building is on the 47th and Wal: St eet side. There is a marble stairway and auditorium in this building. All the room numbers are odd such as: 101-103-105-107; 207-209-211; 315-317-319. The Wes' Building is on the 48th and Walnut Street side. There is also a marble stairway a auditorium. All the room numbers are even as such: 102-104-106-108; 202-204-206- 302-304-306.

Entrance and exit signs are posted. Directions for movement in the corridors are painted with arrows.

SPECIAL LOCATIONS

The Principal's Office is located inside the main office.

The Main Office (General Office) is located in the first floor corridor between the two buildings.

Boys Vice Principal's Office is 139.

Girls Vice Principal's Office is B 1.

The Health Room is 112.

The Roster Office is 258.

Neighborhood Youth Corps is 101.

The Work Training Program is 101.

The Organization Room is 131.

The Home Economics Area is Room 129, 125, and 23-25 (basement).

The Music Suites are on the fourth floors:

East Building - Vocal Music

West Building - Instrumental Music

The Counselors' Offices are 101, 103, and 137.

The Student Government Center is 136.

The Motivation Office is Room 118.

The National Honor Society is Room 136.

The Western News is Room 136.

DEPARTMENT OFFICES

Business Education	- Room 331	Motivation	Room 118
Community Services	- Room 136	Music	Room 136
Counseling	- Room 101	Social Studies	Room 212
English	- Room 115	Special Education	Room 136
Foreign Language	- Room 124	Art	Room 316
Home Economics	- Room 127	Vocational Technical	- Room 316
Mathematics	- Room 211		

SPECIAL LOCATIONS (Cont'd)

Lunchrooms are in the basement-

Young women	Basement of the East Building
Young men	Basement of the West Building

Gymnasiums are in the basement

Young women	Basement of the East Building
Young men	Basement of the West Building
Driver Education	Room 132 A.

SPECIAL BUILDINGS

A. West Philadelphia Center for Cultural Studies - 4601 Spruce Street.

1. Intergroup Library
2. Urban Living Center
3. Audio - Lingual Laboratories
4. Reading Room
5. Experimental Reading and Speech Arts Laboratories
6. Art Studies
7. Music Library and Listening Area
8. Individual Music Practice Rooms
9. Meeting Rooms
10. Special Events Areas
11. Ballet Room

Available to students in the Community Services Program. Available to entire school family for special programs.

B. Vocational-Technical Center - Hanson Street between Walnut and Locust.

1. Automotive Shops
2. Electronics Shops
3. Business Machine Shops
4. Construction Shops
5. Electronics
6. Drafting

Available to students in the Vocational Technical Program.

C. West Philadelphia Community Free School, 4226 Baltimore Avenue, available to the students who are part of the parent school's alternative programs.

D. West Philadelphia High School Field House, 48th and Spruce Streets, available to the students who participate in the Child Development Laboratory of the Home Economics Department and members of athletic teams.

SCHEDULE

West Philadelphia High School has NO shifts. This means that the entire student body observes the same schedule.

PERIOD	REGULAR SCHEDULE	ASSEMBLY SCHEDULE	FACULTY SCHEDULE
1st	7:55	7:55	Cancelled
ADVISORY	8:45	8:45	8:45
2nd	9:02	9:34	9:00
3rd	9:52	10:18	9:35
4th	10:42	11:02	10:10
5th	11:32	11:46	10:45
6th	12:15	12:26	11:25
7th	12:58	1:06	12:05
8th	1:40	1:46	12:45
	DISMISSAL 2:30	DISMISSAL 2:30	DISMISSAL 1:20

THE PRINCIPAL

Walter H. Scott is principal of West Philadelphia High School.

Speak to him and identify yourself when you see him. He wants to meet each one of you. He is pleased that you want to be a part of the West Philadelphia High School family.

Mr. Scott believes sincerely in the "OPEN DOOR POLICY !" You may feel free to make an appointment and visit him. He is desirous of knowing your interests, Helping with your problems, and listening to your suggestions. He is available to serve you! Mr. Scott believes this to be one of his primary functions. GET TO KNOW YOUR PRINCIPAL! HE WANTS TO KNOW YOU!

SPECIAL ACTIVITIES

A. Motivation

A program designed to help students, with ability, develop, to their fullest potential. These students receive special motivation to encourage them to work to their capacity. Special rostering, counseling and cultural activities are part of the program.

B. Action

A program designed for selected students. The program offers special rostering and personal counseling. Career guidance will be stressed. Trips will be provided to expand the students horizon culturally and vocationally. There are also specific requirements to remain in the program.

C. National Honor Society

Membership in this prestigious national organization recognizes those students who are outstanding in scholarship, participation in school activities and active in community affairs.

D. Prime Program

A program that includes career counseling curriculum development, industry-school partnership and financial aid to support students interest in engineering. Working in this effort are twenty-five industries and nine colleges and universities.

E. Honors Program

Honors classes are offered in English, Social Studies, Math and Science. Students who are selected for these classes have demonstrated exceptional ability and scholarship in these areas and are exposed to an accelerated pace which allows for a broader knowledge of the subject matter.

F. AFROTC Program

A program designed to make today's youth aware of the opportunities and challenges of aerospace, and about the magnitude of the National defense effort, and to develop in them leadership, a respect for authority, and a sense of personal honor , and an interest in an Air Force Career. Sixty percent of the course is devoted to classes in Aviation, National defense careers, aerospace and leadership. The program includes a drill team which meets weekly to practice spit and polish activities.

G. Club Finest Program

Club Finest is composed of students who have good attendance and academic records. Special affairs such as, dances, assembly programs, movies, etc., are planned for the students of Club Finest.

COUNSELORS

Each student is assigned a counselor according to position in the alphabet. Alphabetical listings will be published later. If you wish to see your counselor, write a note requesting an appointment and leave it with the receptionist in room 101. You may also sign the appointment sheet in the counselors' office. You will be summoned shortly thereafter. The counselors are:

Mr. Bruce Abaluck
Ms. Muriel Bullock
Ms. Ramona Jaynes
Ms. Deborah Jarrett
Ms. Beverly Jones
Mr. Larry Shane
Ms. Mary Stewart

The Home and School Coordinators are in Room 141.

STUDENT GOVERNMENT

The entire student body is a member of Student Government. ALL student activities are sponsored by your student government. WE WELCOME YOU. We ask your participation in as many activities as possible. Your Student Government, to be effective, needs your help and support!

SCHOOL OFFICERS

President- Secretary-

Vice President- Treasurer-

Class Officers

Senior Class Officers

President- Secretary-

Vice President- Treasurer-

Junior Class Officers

President- Secretary-

Vice President- Treasurer-

Sophomore Class Officers

President- Secretary-

Vice President- Treasurer

THE MUSTS

1. Your Roster Card is your identification and your passport of entrance to all activities. You must carry it with you at all times.

2. There is no loitering on 47th Street or 48th Street in front of the building. This also applies to the marble stairs.

3. There is no CUTTING CLASSES.

4. There is no lateness either to school or to classes.

5. There is no playing of radios in the building or smoking within the buildings or on adjacent pavements.

6. There is no sharing lockers.

7. Good taste is exercised in dress. Outer clothing is always in your locker.

8. There is participation and support of all activities.

9. There is PRIDE IN WEST, FOR "WEST IS BEST!"

ADVISORY PERIOD

Every student must report to advisory every day. This is "home base." Your records are kept here. Attendance and punctuality are recorded. Your advisor is your friend and liaison contact with all school personnel. Be sure to make the most of your advisory opportunities.

DAILY ADVISER

Every day the Daily Adviser is read to the entire student body. This is one of our most important listening posts. It is newsworthy. In it are all the announcements pertaining to school activities both curricular and and extra-curricular. It is your responsibility to be aware of these announcements and follow through on the requests.

LOCKERS

Your locker numbers will be distributed to you. Your number is private. Never leave your locker open. If you have any trouble with your locker or combination lock, go to room 258 in the West Building before or after school. Lockers may be visited before school or before lunch or after school, never during class time.

LUNCH ROOM

Lunchrooms are located in the basement of each building. Both lunchrooms are identical. The young mens' lunchroom is in the basement of the West Building. The young ladies lunchroom is in the basement of the East Building. You may either bring your lunch or purchase it in the lunchroom. To purchase food in the lunchroom, you must have correct change. This is obtained in the change booths located at the entrance to each

lunchroom. To make your lunchroom a place of enjoyable dining, observe the rules:

a. eat all food at your own table.
b. remain seated while eating in the lunchroom.
c. stay on the basement level during your lunch period.
d. visit your locker before your lunch.
e. You may go in the yard during lunch but not across the street.
f. each student is responsible for the cleanliness of his table and the adjacent floor area.

Remember - our lunchroom is a reflection of all of us.

A free lunch and breakfast program is available for students who qualify.

LIBRARY

The library is located on the second floor corridor between the buildings on the Walnut Street side. The library may be visited before school, after school, and during your lunch period. To visit the library during your lunch period; obtain a permission slip from the library. Please remain in the library for the remainder of your lunch period. Your library is unusually well equipped with reading and reference materials. Take full advantage of this. Remember you are what you read!

LOST AND FOUND

To secure information concerning any lost articles, go to the custodian's office on the Walnut Street Mezzanine.

ASSEMBLY

Assembly day is Wednesday. It is an extended Advisory Period. Every three weeks you will participate in a special program. You must be in your assigned seat before 9:00 or you will not be admitted to the auditorium.

TOKENS

Reduced priced Student tokens are sold every morning from 7:45 a. m. to 8:40 a. m. in the change booth outside the girls' Lunchroom. Only one package of tokens may be purchased at any one time. You must have the correct change two dollars ($2.00) and you must present your roster when you are purchasing tokens.

TEACHERS CONFERENCES

At the beginning of the year each teacher will announce the day and time of his or her confernece period. You then go to your teacher during this time for extra help or explanation. If you wish additional help, consult your teacher for a specific time and place. Please make the best possible use of your conference time. This is the time your special problems may be solved.

CLUBS

Our school has a wealth of extra-curricular activities. All clubs are sanctioned by the student government. Please listen closely for notices concerning the many club activities in the Daily Adviser.

SPECIAL GROUPS

Your participation will be requested by the West Philadelphia High School choir and orchestra. The many athletic groups will announce try-outs. These announcements also will be in the Daily Adviser.

PUBLICATIONS

The Western News is the news voice of the student body. Always get your issue to be well informed. Writings in all media are always wanted. Make our newspaper the best. Read the Western News.

GENERAL:

Familiarizeryourself with the rules and regulalations.
Learn the important rooms in the building.
Remember these three years are yours. We know with an excellent beginning you will pursue this excellence to an outstanding finish.

WELCOME TO WEST PHILADELPHIA HIGH SCHOOL.....

SCHOOL SONG

The Orange and the Blue

Hail to thee, Western fair to view!
Honor and love to thee are due;
Gather thy sons from near and far;
Hailing the ever guiding star.

Chorus

School of the West we raise thy song;
School that is best to thee we throng;
We'll lift on high our colors true;
Hail to the Orange and the Blue.

Wise is thy teaching, just thy way,
Thy counsel ever lights our way;
N'er shall thy dauntless spirit die
Pride of our hearts dear Western High!

Chorus

School of the West we raise thy song;
School that is best to thee we throng;
We'll lift on high our colors true;
Hail to the Orange and the Blue.

Planning Guide For Students and Parents

The planning of any educational program is a difficult and important task-- one that will affect your lives for years to come. Students are urged to continually consult with the administration of this school, guidance counselors, teachers and their parents before deciding upon a program of study. Changes in course and subject selection are made only at the beginning of each school year.

Select your subjects carefully. Your choice will dictate whether you go to college, business or vocational school, or into the job market.

All subjects earn one unit unless otherwise stated. All classes meet five periods a week unless otherwise stated.

Graduation Requirements:

3 Units of English
1 Unit of Health and Physical Education
2 Units of Social Science (including American History)
5 Units of Elective subjects
1 Unit of Mathematics
1 Unit of Science

TOTAL - 13 Minimum number of units

Elective subjects are offered only when student registration is of sufficient size to create a class. The choice of Elective subjects should relate to a student's educational and vocational goals.

1. Students planning on higher education, such as college or university, junior college, technical institute, or nursing school, are advised to take the formal sequence of mathematics and science courses and a foreign language. Although requirements for admissions to the different schools vary according to the particular field of specialization, a student should take more than the minimum requirements in mathematics, language and science, in order to increase his chances of admission and success in college. Students and parents will need to be familiar with the specific entrance requirements as listed in catalogs of the schools in which they are interested.

Minimum requirement for college admission (Grades 9 - 12):

English	- 4 years	Laboratory Science	- 1 year
Social Studies	- 3 years	Foreign Language	- 2 years
Academic Mathematics	- 2 years		

2. Students planning on higher education in special areas- art, music, engineering, or technology...should elect as a fourth or fifth major those subjects which offer them special preparation in these areas. A major in industrial arts shop is recommended for those planning on engineering college or technical school. Pre-engineering students should take all the mathematics and science possible, and preferably two years of foreign language. For the two - or three - year technical school course, foreign language is not an admission requirement.

3. Students planning on employment in business, office work, retailing, etc. should choose electives from the offerings of the commercial department. Included in these are bookkeeping, clerical practice, office practice, distribution, stenography, typewriting, and business law and economics. A student's particular goals and abilities will determine the combination of the above subjects which will be selected.

4. Students planning on employment in the mechanical or industrial areas should elect the exploratory shop course in order to have an experience with the various materials and tools. A major in the preferred shop may then be taken in the following year.

5. Students planning on employment in the various aspects of home economics, such as food preparation, clothing design, child care, and related areas, should elect one of the major subjects available in this field.

6. Students whose educational-vocational goals are still undecided may profitably make selections from various subject areas in order to help them determine subjects of greatest interest and discover aptitudes. For such students, the help of counselors is of special benefit.

SUBJECT OFFERINGS FOR SEPTEMBER

PLEASE NOTE: THE GRADE LEVELS FOR THE SUBJECTS LISTED BELOW SHOULD BE THE SAME AS THE GRADE THE STUDENT EXPECTS TO BE IN NEXT SEPTEMBER.

ENGLISH DEPARTMENT

English 2 - 10th grade
English 3 - 11th grade
English 4 - 12th grade

Reading - Reading classes will be assigned on the basis of CAT scores.

SOCIAL STUDIES DEPARTMENT

American Culture	11th grade
Social Science	12th grade
Modern History	All grades
Afro-American History	11th & 12th grades

MATHEMATICS DEPARTMENT

General Mathematics	
Algebra 1	
Geometry	Pre-requisite is Algebra 1
Unified Math	Pre-requisite is Unified Math in 10th grade
Algebra 2	Pre-requisite is Alg. 1, Geometry & Alg. 2
Elementary Functions	Pre-requisite - Alg. 1, Geometry & Alg. 2
Computer Programming	Pre-requisite - Alg. 1

SCIENCE DEPARTMENT

General Biology	
Biology	
Science Survey	
Chemistry	Pre-requisite - Biology
Physics	Pre-requisite - Chemistry
Advanced Biology	Pre-requisite - Biology
Psychology	Pre-requisite - Biology
Paramedicine	All grades
Aviation 1	
Aviation 2	Pre-requisite - Aviation 1
Aviation 3	Pre-requisite - Aviation 2
Aerospace 1	1[illegible] year AFROTC
Aerospace 2	2n[illegible]t AFROTC

FOREIGN LANGUAGE DEPARTMENT

French 1	9th grade
French 2	10th grade
French 3	11th grade
French 4	12th grade
Spanish 1	
Spanish 2	
Spanish 3	
Spanish 4	
Latin 3	
Latin 4	
Spanish Culture	Pre-requisite - Spanish 1 & 2

BUSINESS EDUCATION DEPARTMENT

Typing 1	Business students only
Typing 2	Business students only
Typing 3	Business students only
Clerical Practice 1	
Clerical Practice 2	May be taken in any order
Clerical Practice 3	12th grade only
Bookkeeping 1	
Bookkeeping 2	
Stenography A	10th grade only
Stenography B	Pre-requisite - Stenography A
Stenography 1	11th grade only
Stenography 2	Be sure to indicate system - Gregg or Pitman

Stenography 2	Be sure to indicate system - Gregg or Pitman
Transcription	Must be taken with Stenography 2
Personal Typing	All grades - non-business students
Office Practice	12th grade only - Pre-requisite - Typing 1
Business Law & Economics	11th & 12th grades
Word Processing	12th grade only - Must have completed or take at same time Typing 2
Distributive Education 1	11th & 12th grades - 5 periods
Distributive Education 2	12th grade- 10 periods - teacher recommendation
Distributive Education 2	12th grade- 5 periods - teacher recommendation
Cooperative Office Education	12th grade only - teacher recommendation

ART EDUCATION DEPARTMENT

Art Major 1	5 periods - Motivation students only
Art Major 1	10 periods
Art Major 2	10 periods
Art Major 3	10 periods
General Art	5 periods
Crafts	5 periods

MUSIC DEPARTMENT

Choir	Teacher recommendation
Orchestra	Teacher recommendation
Music Appreciation	
Theory & Practice	
Harmony 1	Pre-requisite - Theory & Practice
Harmony 2	Pre-requisite - Harmony 1

HOME ECONOMICS DEPARTMENT

Home Economics 2	
Home Economics 3	Pre-requisite - H EC 2
Home Economics 4	Pre-requisite - H EC 3
Child Development Theory	5 periods
Child Development Lab	15 periods - teacher recommendation
Consumer Education	5 periods
Sex & Human Relations	5 periods
Food & Nutrition	7 periods
Clothing 2	5 periods - 1st year course
Clothing 3	5 periods - Pre-requisite Clothing 2
Clothing 4	10 periods - Pre-requisite Clothing 2 or 3 teacher recommendation
Food Services 1	10 periods
Food Services 2 & 3	15 periods - 11th & 12th grades

INDUSTRIAL AND VOCATIONAL EDUCATION DEPARTMENT

THE FOLLOWING VOCATIONAL EDUCATION CLASSES :
ARE OFFERED FOR 10 PERIODS IN THE FIRST YEAR AND
15 PERIODS IN THE SECOND AND THIRD YEARS.

Drafting
Carpentry
Machine Shop
Business Machine Repair
Auto Mechanics
Transmission & Air Conditioning
Upholstery
Electronics
Industrial Electricity
Tailoring
Graphic Arts 3 - 10 periods - teacher recommendation

Industrial Arts - Electricity 1 & 2 5 periods
Industrial Arts - Visual Communications - 1, 2 & 3 - 5 periods

PHYSICAL AND HEALTH EDUCATION DEPARTMENT

Physical & Health Education 2
Physical & Health Education 3
Physical & Health Education 4

WEST PHILADELPHIA HIGH SCHOOL

STUDENT CODE OF BEHAVIOR

It is every student's right and responsibility to know and to understand the governing rules and regulations of his school and the penalties for failing to abide by them.

The rules, regulations, and penalties contained in this Code of Behavior represent a collective summary of the policies developed and carried out over the years with regard to the behaviors deemed necessary to make your stay at West pleasant, productive and profitable.

What our school is - or becomes - depends on all of us. Help us to provide quality education for all students. Help us to maintain our high standards. Help us to make certain that "West is Best."

Walter H. Scott
Principal

STUDENT CODE OF BEHAVIOR

I. ATTENDANCE

A. It is a State law that every young person between the ages of 7 and 17 attend school regularly. Failure to do so can result in a fine on part of the parent or guardian.

B. Every youngster must bring a note, on the day of his return from being absent, signed by his parent or guardian, containing the reason for the absence. Failure to do so will result in unexcused absences which lead to negative recommendations to prospective employers, colleges, etc.

C. Excessive absences will mean that the parent or guardian will be required to come to school in order to explain the reason for absences. In addition, such absences will be recorded and become part of the student's permanent file.

D. Truancy is punishable by fines for parents and/or possible placement of the student in an institution.

E. Those students who enter the building, attend one or two classes, and then leave the building are considered truant for that portion of the day missed. Students who are found guilty of this will be considered as having cut those classes that are missed.

F. If a student comes to school after the advisory period and fails to follow the procedure for getting his name removed from the absentee bulletin, he is considered illegally absent.

II. LATENESS TO SCHOOL

All students are expected to be in school on time. All doors of the building will be open until 8:55 a. m. Doors will be locked after 8:55 a. m. with only main doors on 48th Street side remaining unlocked for late students.

A. The student must be in his homeroom before the start of the advisory period at 8:45 a. m. After that time, he is considered late to school and must produce a note signed by his parent or guardian containing the reason for the lateness. Failure to do so will result in the lateness being coded as unexcused.

B. Excessive unexcused latenesses will affect his advisor's rating on report cards and future recommendations. Parents will be requested to come to school to discuss pupil's latenesses after the 10th unexcused lateness.

STUDENT CODE OF BEHAVIOR - (Continued)

C. Procedures:

1. A student is late to school if he is not in his homeroom when the advisory period begins at 8:45 a. m.

2. If he enters the building while advisory period is still in session, he reports directly to his homeroom and his advisor records the lateness in the roll book.

3. If he enters the building after the advisory period but prior to 9:30 a. m., he must pick up a late card at the 48th Street entrance, fill it out and give it to the N.T.A. on duty who will sign and return the smaller portion which will admit the student to 2nd period class. The 2nd period teacher will record student late to 2nd period class. The larger part of the late card will be forwarded to the Advisor for proper recording.

4. If he enters the building after 9:30 a. m., he is to report to the Vice Principals' office, B-1 (Girls) or Room 139 (Boys) with a note explaining the lateness. The student is considered as excused.

III. UNEXCUSED LATENESS TO CLASS

A. This causes unnecessary disruption of instruction which is unfair to students who are on time.

B. Every student must be in his classroom before the late bell, or he will be marked late.

C. If for any reason he is late legitimately, he must have a note from the teacher who detained him. Students will not be permitted to return to the previous class to obtain late notes.

D. Five unexcused latenesses to class will necessitate the parent's coming to school. Lateness will be recorded and become part of the student's permanent file affecting future recommendations and eligibility for participation in extra-curricular activities.

IV. CUTTING

A. This can affect the academic progress of an entire class often causing lessons to be unnecessarily repeated.

B. If, for any reason the student misses a particular class legitimately, it is the student's responsibility to bring th teacher involved a note at the next class meeting.

C. A student who deliberately cuts a class will receive a zero for the day's work. Tests given on the day of the cut may not be made up.

D. Any unexcused latenesses that cause a student to lose a complete period are considered cuts.

E. Cutting classes will necessitate a parental conference at the school with the Vice Principal and Counselor.

V. EXCUSES FROM CLASS

No student will be excused from classes to go to the lavatory or locker. It is the student's responsibility to get to the lavatory between classes and to his locker at the prescribed times. A student is permitted to leave a class only when summoned or in case of illness, with a pass to see the nurse.

VI. OFFICIAL ROSTERS

The West Philadelphia High School Official Roster identifies you as belonging to the West Philadelphia High School family. It distinquishes you from outsiders and aides us in maintaining the safety and well-being of all West students.

A. All students must carry their Official Roster at all time and must present it upon request by a staff member.

B. Students must show their Official Roster in order to:

1. Purchase tokens (tokens will only be sold to students before their rostered day.)

2. Enter the lunchroom.

3. Purchase tickets to any student activities.

4. Go to the movies during lunch time.

5. Secure a pass to go to the library before school, after school or during lunch.

6. Leave the building prior to 2:30 p. m.

C. A student who alters, trades, borrows or lends a roster or refuses to present it upon request is subject to suspension.

D. Students who lose their official rosters may apply for a new one in Room 131, after school. The cost is 10¢ which aides the Student Government in its' financial affairs.

VII. LOCKERS

Each student is issued a locker upon entering West. It is your responsibility to make sure your locker is locked at all times and that your locker combination is kept a secret.

STUDENT CODE OF BEHAVIOR - (Continued)

A. Students are not permitted to share lockers. This rule exists to protect your property. If you share your combination with others you must assume the responsibility for missing items.

B. Students are not permitted to go to lockers during class or lunch periods. Students must use their lockers during the changing of classes.

When drugs, weapons or other dangerous materials are suspected to be in lockers, the Principal has not only the right but the duty and responsibility to make a thorough investigation. He is charged with operating the school and safe-guarding the health, safety and welfare of students and school personnel.

VIII. EARLY DISMISSALS

Early dismissals will be granted to pupils only when absolutely necessary. Students requesting early dismissals must have a note from their parents, approved by their counselor before school on the day the leave is requested. Approved notes are taken to the appropriate Vice Principals office, B-1 (Girls) or Room 139 (Boys) to obtain an early dismissal slip. This slip must be signed by all teachers whose classes were missed on the following school day and returned to Room 141.

IX. FIRE DRILLS

The fire drill is a vital part of our educational program to insure for the student body the best and safest way to leave any building at the time of fire.

In each room there are detailed regulations concerning fire drills. Absolute SILENCE must be kept at all times during these drills. Compliance with these rules is essential for the safety of all.

X. REQUESTS FOR APPOINTMENT WITH STAFF MEMBERS (Principal, Vice Principals, Department Heads, Counselors, Sponsors, Coaches):

West maintains an open-door policy for all students. If a student desires to see any member of the staff, he may do so by appointment. Appointments are to be made before or after school or during the change of classes at the end of the period. In case of an emergency, the student may report directly to the person involved who is then responsible for seeing that the student receives a note to return to class.

XI. IMMEDIATE SUSPENSION OR DISMISSAL FROM SCHOOL

There are certain rule infractions that may result in immediate arrest, suspension or dismissal from school. These infractions, among others, are as follows:

A. Use of profanity or obscenity.
B. Forgery.
C. Fighting.

STUDENT CODE OF BEHAVIOR -(Continued)

D. Threats - any overt action toward any staff member or student including verbal threats.

E. Failure to produce proper identification, your Official School Roster, upon request.

F. Damage, destruction, vandalism, or theft of school or the personal property of others. Anyone caught writing on school property of others. Anyone caught writing on school property will be arrested.

G. False alarms - anyone caught pulling a fire alarm will be arrested.

H. Extortion.

I. Assault and battery.

J. Insubordination (unwilling to submit to authority).

K. Possession or use of any illegal drugs or weapons. Anyone caught with illegal drugs or weapons will be arrested.

L. Smoking or carrying a lighted cigarette.

M. Gambling.

N. Disorderly conduct.

O. Disruption of school.

P. Repeated school violations.

XII. GENERAL CONDUCT

A. Classroom: Proper conduct in the classroom needs no elaboration. Students are expected to behave as ladies and gentlemen at all times and treat every teacher and fellow student with respect.

B. Hallways: Students may not be in the hallways during school hours without permission (a note) except during the passing of classes between periods.

Misconduct in the hallways is considered the same as misconduct in the classroom and will be treated as such. Staff members have been instructed to supervise students in the hallways as well as in the classrooms. It is the responsibility of students to follow teachers" directions. Common sense dictates that an orderly flow of traffic and general conversational tones in the hallways tends to make for a better school atmosphere.

C. Firetowers: Firetowers are off-limits to all students. Students are permitted to use the firetowers only in emergency situations, such as a fire or a fire drill.

STUDENT CODE OF BEHAVIOR - (Continued)

D. Lunchroom: West Philadelphia High has a "closed" lunch period. This means that students are expected to eat in the school cafeteria and are not to leave the school grounds during lunch time for any reason. Any student who does not buy or wish to buy the food that is sold in the cafeteria has the right and the privilege of bringing his own lunch from home. Students are permitted to go outside during lunch periods but they must remain on the school grounds on Locust Street between 47th and 48th Streets.

To make your lunchroom a place of enjoyable dining the following rules must be observed:

1. Go to your locker before reporting to the lunchroom.
2. Show your roster when entering the lunchroom.
3. Remain on the basement level during the lunch period unless you have permission (a note or pass) to do otherwise.
4. Follow traffic directions at the food counters.
5. Remain seated while eating in the lunchroom.
6. Each student is responsible for the cleanliness of the table and floor areas in which they eat. All waste is to be removed from the table and floor area and taken to the receptable as soon as the student is finished eating.

E. Auditorium: The auditorium is a classroom. Students are expected to conduct themselves accordingly. This includes being prompt, taking your seat immediately, putting your books under your seat and listening attentively to the program. No student will be admitted to the auditorium after the program begins. There are no excuses from the auditorium once the program begins. Know when your class has assembly and plan to arrive in plenty of time. Auditorium doors close promptly at 9:00 a. m. on assembly days. You should be seated before 8:45 a. m.

F. Lavatories: When using any public facility you must be considerate of the others who will follow you. If everyone does this all can be assured of clean attractive rest rooms.

Always remember to:

a) Treat the school lavatory as you would your own at home.
b) Flush the toilet after you.
c) Throw all trash in the proper receptacle.

d) Keep the wash-bowls free of litter.

The paper towels, soap and toilet tissue are put in the bathrooms for your necessity and are to be used appropriately. Anyone found misusing toilet items or facilities will be severely disciplined.

G. Outside: All sidewalks, steps, and yards which surround the school are out of bounds during the school day except the north pavement of Locust Street from 47th to 48th Street. This privilege of outside area is a privilege subject to immediate withdrawal upon student's failure to comply with the no-loitering regulation.

H. Areas Other Than School (Community, Public Transportation, Trips, etc.): It is expected that all West Philadelphia High students will conduct themselves as ladies and gentlemen outside the school as well as inside the school. If a student is reported for misbehaving in the school community or on public transportation, to and from school or on school trips appropriate action will be taken.

XIII. DEFACING SCHOOL PROPERTY (writing on walls, desks, etc.

Any student writing on school property will be suspended immediately. He will be made to pay for the removal of any such writing; he is also subject to arrest.

XIV. RADIOS, TAPE RECORDERS, RECORD PLAYERS, ETC.

Equipment of this kind is not to be played by any student in the building. Any student caught playing this equipment will be asked to surrender it until a parent or guardian comes for it.

XV. LARGE SUMS OF MONEY SHOULD NOT BE BROUGHT TO SCHOOL

If you must carry a large sum to school make arrangements with the main office to place it in the school safe.

XVI. DRESS

We are proud of the way West Philadelphia High students' dress. Standards were set by former students and we intend to maintain them.

A. Hats are not to be worn in the classrooms, offices, library, gymnasiums, shops or auditoriums.

B. Boys are not permitted to walk around in undershirts.

C. Girls are not permitted to wear outfits that do not cover the middle portions of the body.

D. Sunglasses are not to be worn in the building.

STUDENT CODE OF BEHAVIOR - (Continued)

Students have responsibilities. These responsibilities include regular attendance, being on time, no cutting, respect for teachers and other students, not engaging in disruptive behavior, and conforming to school rules and regulations. Students who do not accept these responsibilities may have privileges withdrawn as a form of disciplinary action. These privileges include sports, clubs, Student Government, proms, trips, concerts, dances or Commencement.

REPEATED VIOLATIONS OF THESE RULES AND REGULATIONS MAY RESULT IN:

1. Suspension from school for a period not exceeding five days.

2. Suspension of all extra-curriculum privileges including class trips, proms, holding of school offices, Honor Society, contests, dances, sports.

3. Loss of eligibility for awards and scholarships.

4. Recommendation for transfer to another educational environment or expulsion from school.

Students have rights. These rights are contained in the attached copy of the Student Bill of Rights and responsibilities.

We at West believe in Student Rights and do all in our power to uphold them.

APPENDIX J

WEST PHILADELPHIA HIGH SCHOOL

Student Handbook Quiz I

1. Who is the principal of the school?
2. What is AFROTC?
3. Who can be a member of Club Finest?
4. What your counselor's name?
5. Are you a member of the Student Government? Why?
6. What must you carry with you at all times?
7. Do you share your locker?
8. Where always are your hat and coat?
9. When do you report to your homeroom?
10. When may you go to your locker?
11. If you buy your lunch what must you have?
12. Does the lunchroom show who you are? How?
13. What must you have to buy tokens?
14. When may you go to the library?
15. What is the name of the school newspaper?
16. If you have been absent, what must you bring with you when you return?
17. When are you late to school?
18. What happens if you cut a class?
19. If you must leave school early, where do you go for perission?
20. What is West's motto?

APPENDIX K

WEST PHILADELPHIA HIGH SCHOOL

STUDENT HANDBOOK QUIZ 11

1. What time must you be in advisory?
2. When may you go your locker?
3. What time do the auditorium doors close?
4. What is the penalty for excessive absences?
5. What must you carry at all times?
6. When do you purchase tickets?
7. What is the penalty for borrowing, changing or altering your roster?
8. When are you permitted to go to your lickers?
9. What must you bring after each absence and lateness?
10. What do you receive for class work when you cut?
11. For what offenses are Parental Conferences requested?
12. When must you show your roster? (six answers)
13. What infractions(rule breaking) may result in suspension or dismissal from school? There are 16. List them.
14. When are you permitted in the hallway?
15. When are you allowed in the fire towers?
16. Where are you permitted outside during the school day?
17. What is the penalty for defacing school property ?
18. How do you dress?
19. If violations are repeated what may result?
20. List five student responsibilities.

LAST NAME & INITIAL

PUPIL I. D. NO. | SCHOOL

ROOM | GRADE | PRO-GRAM | PG

SEX

NCS Trans-Optic F2017L-S

DIRECTIONS Here are a set of statements, some of them are true of you and some are not true of you. If the statement is true of you in the cir... APPENDIX L ...e a heavy black mark in the circle with the number 2, do not make any marks in the circles with numbers 3, 4, or 5. Answer every question even if some are hard to decide. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

MARKING INSTRUCTIONS

Use black lead pencil only (No. 2½ or softer).

Make heavy black marks that fill circle completely.

Erase completely any answer you wish to change.

Make no stray marks on this answer sheet.

SAMPLE: I like spinach better than I like ice cream.	①	②	③	④	⑤
SAMPLE: I like to go swimming.	①	②	③	④	⑤
My classmates make fun of me.	①	②	③	④	⑤
I am a happy person.	①	②	③	④	⑤
It is hard for me to make friends.	①	②	③	④	⑤
I am often sad.	①	②	③	④	⑤
I am smart.	①	②	③	④	⑤
I am shy.	①	②	③	④	⑤
I get nervous when the teacher calls on me.	①	②	③	④	⑤
My looks bother me.	①	②	③	④	⑤
When I grow up, I will be an important person.	①	②	③	④	⑤
I get worried when we have tests in school.	①	②	③	④	⑤
I am unpopular.	①	②	③	④	⑤

1/74 PLEASE CONTINUE ON THE OTHER SIDE ○ HEADER

THE MULTIPURPOSE SCALE

FORM 414

The School District of Philadelphia
Office of Research and Evaluation
Title One Evaluation Services

I am well behaved in school.	①	②	③	④	⑤
It is usually my fault when something goes wrong.	①	②	③	④	⑤
I cause trouble to my family.	①	②	③	④	⑤
I am strong.	①	②	③	④	⑤
I have good ideas.	①	②	③	④	⑤
I am an important member of my family.	①	②	③	④	⑤
I usually want my own way.	①	②	③	④	⑤
I am good at making things with my hands.	①	②	③	④	⑤
I give up easily.	①	②	③	④	⑤
I am good in my schoolwork.	①	②	③	④	⑤
I do many bad things.	①	②	③	④	⑤
I can draw well.	①	②	③	④	⑤
I am good in music.	①	②	③	④	⑤
I behave badly at home.	①	②	③	④	⑤
I am slow in finishing my schoolwork.	①	②	③	④	⑤
I am an important member of my class.	①	②	③	④	⑤
I am nervous.	①	②	③	④	⑤

LAST NAME & INITIAL

PUPIL I. D. NO. | SCHOOL

ROOM | GRADE | PRO-GRAM | PG

SEX

NCS Trans-Optic F2017L-S

DIRECTIONS

Remember

1 = Yes
2 = No

MARKING INSTRUCTIONS

Use black lead pencil only (No. 2½ or softer).

Make heavy black marks that fill circle completely.

Erase completely any answer you wish to change.

Make no stray marks on this answer sheet.

I have pretty eyes.	①	②	③	④	⑤
I can give a good report in front of the class.	①	②	③	④	⑤
In school I am a dreamer.	①	②	③	④	⑤
I pick on my brother(s) and sister(s).	①	②	③	④	⑤
My friends like my ideas.	①	②	③	④	⑤
I often get into trouble.	①	②	③	④	⑤
I am obedient at home.	①	②	③	④	⑤
I am lucky.	①	②	③	④	⑤
I worry a lot.	①	②	③	④	⑤
My parents expect too much of me.	①	②	③	④	⑤
I like being the way I am.	①	②	③	④	⑤
I feel left out of things.	①	②	③	④	⑤
I have nice hair.	①	②	③	④	⑤

130 143

1/74 PLEASE CONTINUE ON THE OTHER SIDE

○ HEADER

THE MULTIPURPOSE SCALE

FORM 414

The School District of Philadelphia
Office of Research and Evaluation
Title One Evaluation Services

I often volunteer in school.	①	②	③	④	⑤
I wish I were different.	①	②	③	④	⑤
I sleep well at night.	①	②	③	④	⑤
I hate school.	①	②	③	④	⑤
I am among the last to be chosen for games.	①	②	③	④	⑤
I am sick a lot.	①	②	③	④	⑤
I am often mean to other people.	①	②	③	④	⑤
My classmates in school think I have good ideas.	①	②	③	④	⑤
I am unhappy.	①	②	③	④	⑤
I have many friends.	①	②	③	④	⑤
I am cheerful.	①	②	③	④	⑤
I am dumb about most things.	①	②	③	④	⑤
I am goodlooking.	①	②	③	④	⑤
I have lots of pep.	①	②	③	④	⑤
I get into a lot of fights.	①	②	③	④	⑤
I am popular with boys.	①	②	③	④	⑤
People pick on me.	①	②	③	④	⑤

LAST NAME & INITIAL

PUPIL I. D. NO. | SCHOOL

ROOM | GRADE | PRO-GRAM | PG

SEX

NCS Trans-Optic F2017L-5

DIRECTIONS

Remember

1 = Yes

2 = No

MARKING INSTRUCTIONS

Use black lead pencil only (No. 2½ or softer).

Make heavy black marks that fill circle completely.

Erase completely any answer you wish to change.

Make no stray marks on this answer sheet.

My family is disappointed in me.	①	②	③	④	⑤
I have a pleasant face.	①	②	③	④	⑤
When I try to make something, everything seems to go wrong.	①	②	③	④	⑤
I am picked on at home.	①	②	③	④	⑤
I am a leader in games and sports.	①	②	③	④	⑤
I am clumsy.	①	②	③	④	⑤
In games and sports I watch instead of play.	●	②	③	④	⑤
I forget what I learn.	①	●	③	④	⑤
I am easy to get along with.	●	②	③	④	⑤
I lose my temper easily.	●	②	③	④	⑤
I am popular with girls.	①	②	③	④	⑤
I am a good reader.	①	●	③	④	⑤
I would rather work alone than with a group.	●	②	③	④	⑤

132

1/74 PLEASE CONTINUE ON THE OTHER SIDE ○ HEADER

THE MULTIPURPOSE SCALE

FORM 414

The School District of Philadelphia
Office of Research and Evaluation
Title One Evaluation Services

I dislike my brother (sister).	①	②	③	④	⑤
I have a good figure.	①	②	③	④	⑤
I am often afraid.	①	②	③	④	⑤
I am always dropping or breaking things.	①	②	③	④	⑤
I can be trusted.	①	②	③	④	⑤
I am different from other people.	①	②	③	④	⑤
I think bad thoughts.	①	②	③	④	⑤
I cry easily.	①	②	③	④	⑤
I am a good person.	①	②	③	④	⑤
	①	②	③	④	⑤
	①	②	③	④	⑤
	①	②	③	④	⑤
	①	②	③	④	⑤
	①	②	③	④	⑤
	①	②	③	④	⑤
	①	②	③	④	⑤
	①	②	③	④	⑤

APPENDIX M

WEST PHILADELPHIA HIGH SCHOOL

The Multipurpose Scale - Form 414

First Administration of Test

Group_____ Teacher_____ Date _____

Student	Self Image		Peer Rel.		Adult Rel.	
	Yes	No	Yes	No	Yes	No
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						

APPENDIX N

WEST PHILADELPHIA HIGH SCHOOL

The Multipurpose Scale - Form 414

Second Administration of Test

Group _____ Teacher _____ Date _____

Student	Self Image		Peer Rel.		Adult Rel.	
	Yes	No	Yes	No	Yes	No
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						

APPENDIX O

WEST PHILADELPHIA HIGH SCHOOL

Self Evaluation Chart

Student_____ Group No. _____

Dates: From _____ to _____ Teacher _____

Subject _____

BEHAVIORS THAT EARN POINTS	POINTS
1. Daily Attendance	
2. Punctuality	
3. Prepared Home Assignments	
4. Studying	
5. Politeness	
6. Remaining in room	
7. Helping fellow student	
8. Study area neat	
9. Class Work completed	
10. Participation in class work	
BEHAVIORS THAT LOSE POINTS	
1. Cutting	
2. Lateness	
3. Talking to neighbor	
4. Wandering around room	
5. Walking out of class	
6. Unnecessary noise	
7. Use of profanity	
8. Arguments with fellow students	
9. Non-class participation	
10.. Lack of home preparation	

APPENDIX P

WEST PHILADELPHIA HIGH SCHOOL

Behavior Contract

Student _____ Group No. _____

Dates: From _____ to _____ Teacher _____

Subject _____

BEHAVIORS THAT EARN POINTS

1. attendance
2. politeness
3. etc.
4. _____
5. _____

BEHAVIORS THAT LOSE POINTS

1. cutting
2. poor behavior
3. etc.
4. _____
5. _____

Signature _____ Date _____

APPENDIX Q

WEST PHILADELPHIA HIGH SCHOOL

Grade "C" Contract

Student _____ Group No. _____

Subject _____ Teacher _____

1. No cutting of class
2. No lateness to class
3. Daily preparation of home assignments
4. Participation in class
5. Completion of class work
6. Taking of all examinations
7. No disruptive behavior
8. Politeness to all
9. Neat and clean study area
10. Cooperation in activities

Signature _____ Date _____

APPENDIX R

WEST PHILADELPHIA HIGH SCHOOL
47th and Walnut Streets
Philadelphia, Pa. 19139

September 17, 1975

Dear Parent,

It is both a privilege and a pleasure to inform you that your son/daughter_____Book No._____ is a member of Club Finest.

School achievement such as this shows the pursuit of excellence. At all costs the achievement of no unexcused absences or latenesses and all passing grades must be encouraged.

West Philadelphia High School is proud to salute and honor your son/daughter.

Respectfully yours,

Ola I. Taylor

Ola I. Taylor, Sponsor

Gwendolyn Gates Hewlett

Gwendolyn Gates Hewlett
Vice Principal

Walter H. Scott
Principal
/jes

APPENDIX S

WEST PHILADELPHIA HIGH SCHOOL

Physical Development Record

Student _____ Group No. _____ Date _____

Teacher _____

1. General condition

2. Physical impairment (orthopedic)

3. Vision

4. Hearing

5. Speech

6. Medication

7. Medical supervision needed

8. Emotional disturbance

9. Other

APPENDIX T

WEST PHILADELPHIA HIGH SCHOOL

Profile Chart I

Student _____ Group No. _____

Teacher _____

Modality	Language Arts	Reading	Mathematics
Visual	G.E.	G.E.	G.E.
Trial & Error	Internal External		
	Spec. Punc.		
Interests			
Expressed Voc.			
Assessed Voc.	Strengths	Inst. Tech.	Beh. Man.
Ability Level			
Phys. Hand.			

APPENDIX U

WEST PHILADELPHIA HIGH SCHOOL

Reading Check List

Student _____ Group No. _____

Teacher _____

Check the items which the student does successfully.

_____ Recognizes consonants
List ones not recognized

_____ Recognizes vowels
List ones not recognized

_____ Recognizes words
List reversals

_____ Reads sentences

_____ Writes in sentences

_____ Completes sentences

_____ Arranges things in sequence

_____ Summarizes

_____ Recalls events of a story

_____ Able to rhyme

_____ Able to write dictated sentences

_____ Restates material

_____ Draws inferences

_____ Understands logical relationships

_____ Comprehends reading material

APPENDIX V

WEST PHILADELPHIA HIGH SCHOOL

Oral Communications Check List

Student _____ Group No. _____

Teacher _____

Check the items which the student does successfully

_____ Pronounces all consonants correctly
List ones presenting difficulty

_____ Speaks distinctly
List problems

_____ Speaks in sentences

_____ Follows oral directions

_____ Answers questions orally

_____ Reads aloud

_____ Able to speak to class

_____ Able to give a short oral talk

APPENDIX W

WEST PHILADELPHIA HIGH SCHOOL

Learning Concepts for Mathematics - Check Sheet

Student _____ Group No. _____

Teacher _____

Check those items which the student does successfully

_____ Knows concept of qua

_____ Recognizes numbers vs. letters

_____ Can count by rote from 1 to 10

_____ Understands concepts - more, less

_____ Can count by rote from 1 to 100

_____ Writes numbers without reversals
List reversals

___ Writes missing numbers in sequence

_____ Provides number before a given number

_____ Provides number after a given number

_____ Knows basic addition facts (list errors)

_____ Can count by 2s

_____ Can count by 5s

_____ Can count by 8s

_____ Can count by 10s

_____ Can add double digit numbers

_____ Can add three digit numbers

_____ Can add more than three digit numbers

_____ Can add mixed digits

_____ Can write all numbers correctly
List errors

APPENDIX X

WEST PHILADELPHIA HIGH SCHOOL

Work Habit Chart

Student _____ Group No. _____ Month _____

Teacher _____

	Dates				
Begins work on time					
Makes good use of time					
Listens in class					
Follows directions					
Works neatly and independently					
Completes work					
Is honest in doing work					
Respects rights of others					
Uses good manners					
Is courteous					
Totals					

APPENDIX Y

WEST PHILADELPHIA HIGH SCHOOL

Work/Skills Pre-test

Waitress

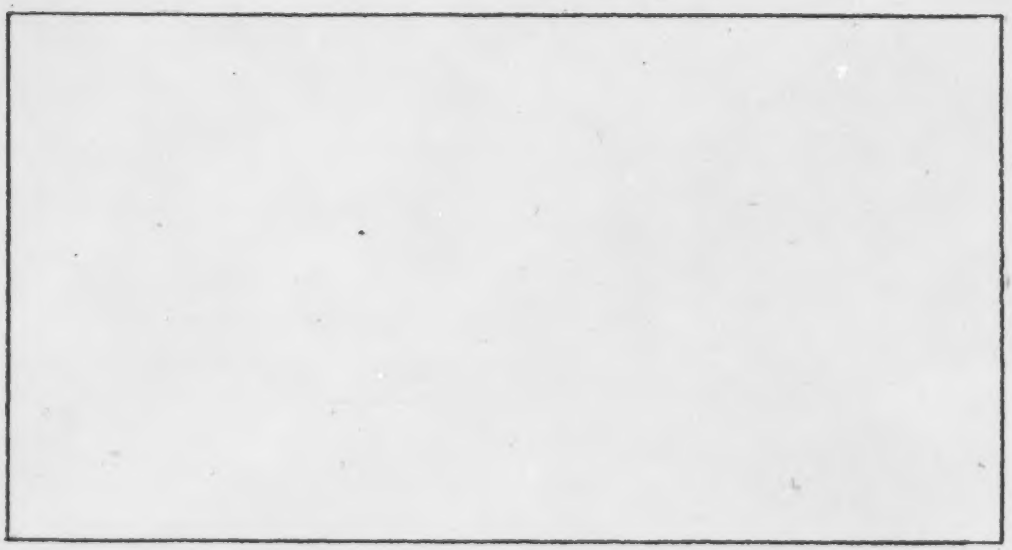
Student _____ Group No. _____ Date _____

On the table top below draw the following items in their proper places.

Napkin	Salad fork
Knife	Dinner fork
Soup spoon	Teaspoon
Bread and butter plate	Cup and saucer
Dinner plate	Water glass

Bread and butter knife

Table top



APPENDIX Z

WEST PHILADELPHIA HIGH SCHOOL

Task Sheet

Waitress

Name	Date	Task	Remarks
Smith, Mary	2/24/76	Set up table for dinner	Silver placed in reverse order. Mary practice on Joan.
	2/28/76	Set up table fo for dinner	Mary did ex. work today. Made no errors.
	3/5/76	Taking orders	Did not have order pad and pencil. Needs more role playing. Review instruction steps.
	3/8/76	Taking orders	Began at guest's right. Did not ask if separate checks were desired. Seemed nervous.

APPENDIX AA

WEST PHILADELPHIA HIGH SCHOOL

Progress Chart

Waitress

						Student	
						Table set up	Materials
						Chairs	
						Guests	
						Order pad	
						Menu	
						Pencil	
						Beverage	
						Greet guests pleasantly	Procedures
						Busy - "I'll be wi[illegible]ou"	
						Fill water glass	
						Take order properly	
						Begin left of host	
						Suggest help with menu	
						Write order clearly	
						Repeat order	
						Proceed right to left	
						Ask if separate checks	
						Ask when desire beverage	
						Ask if service is pleasant	

APPENDIX BB

WEST PHILADELPHIA HIGH SCHOOL

Evaluation Chart

Waitress

						Student
						Spoke pleasantly
						Set table properly
						Presented menu correctly
						Was pleasant while taking order
						Smiled
						Answered questions correctly
						Served beverage from proper side
						Did not put fingers in plate or glass
						Asked if patron wanted anything else
						Removed dishes before serving dessert
						Asked if there would be anything else before giving check
						Presented check properly
						Said "Thank you."

APPENDIX CC

PHILADELPHIA INTEREST INVENTORY

NAME..... GROUP.....

SCHOOL..... DATE.....

The following pages list pairs of things that you might do or that you might want to be. Draw a circle around the letter at the right that belongs to the thing you prefer or like better. Choose one letter for each pair, even though you do not like either of them very much or cannot do either of them very well.

Sample: I WOULD RATHER

(A) wash dishes (F) listen to the radio..... A . . . . (F) . . .

If you like listening to the radio better than washing dishes, you would draw a circle around the letter F, as has been done in this sample.

I WOULD RATHER

1	(E) model in clay	(I) keep scrapbook of newspaper clippings...	.	.	.	.	E	.	.	.	I
2	(B) work mathematical puzzles	(F) write a book report.....	.	B	.	.	.	F	.	.	.
3	(F) write letters	(I) use an adding machine.....	.	.	.	.	.	F	.	.	I
4	(E) arrange flowers	(G) play a musical instrument.....	.	.	.	.	E	.	G	.	.
5	(B) do arithmetical things	(G) do musical things.....	.	B	.	.	.	.	G	.	.
6	(C) look at slides under a microscope	(I) sort mail	.	.	C	.	.	.	.	.	I
7	(A) adjust gym apparatus	(D) find a speaker for a club.....	A	.	.	D	.	.	.	.	.
8	(E) plan a flower garden	(H) give a party for poor children....	.	.	.	.	E	.	.	H	.
9	(A) work a jig-saw puzzle	(G) attend a concert.....	A	.	.	.	.	.	G	.	.
10	(C) raise vegetables	(H) play with children in a hospital.....	.	.	C	.	.	.	.	H	.
11	(E) visit an art museum	(G) take music lessons.....	.	.	.	.	E	.	G	.	.
12	(B) make change	(D) persuade people to do things.....	.	B	.	D	.	.	.	.	.
13	(F) read life story of a poet	(G) sing in a glee club.....	.	.	.	.	.	F	G	.	.
14	(D) give an assembly talk	(H) play games with people in a hospital	.	.	.	D	.	.	.	H	.
15	(A) change the washer in a faucet	(B) add columns of figures...	A	B	.	.	.	.	.	.	.
16	(C) grow flowers	(I) mark spelling papers	.	.	C	.	.	.	.	.	I
17	(B) figure postage on packages	(I) address envelopes	.	B	.	.	.	.	.	.	I
18	(C) watch birds to learn their habits	(F) write compositions, stories, or poems	.	.	C	.	.	F	.	.	.
19	(E) decorate a hall for a dance	(H) collect used books for a hospital	.	.	.	.	E	.	.	H	.
20	(A) build a bird house	(H) take a first-aid course.....	A	.	.	.	.	.	.	H	.
21	(B) keep a record of ticket sales	(E) collect pictures.....	.	B	.	.	E	.	.	.	.
22	(C) experiment with a chemistry set	(G) take voice lessons....	.	.	C	.	.	.	G	.	.
23	(A) make a jig-saw puzzle	(F) select a book for a friend.....	A	.	.	.	.	F	.	.	.
24	(C) visit a museum of science	(F) tell a story to children.....	.	.	C	.	.	F	.	.	.
25	(B) plan a family budget	(H) record social case histories.....	.	B	.	.	.	.	.	H	.

TOTAL

Total Page 1 (25) [ ][ ][ ] [ ][ ][ ] [ ][ ][ ][ ]

A B C D E F G H I

FORM R 47—PHILADELPHIA INTEREST INVENTORY (8-9)—SCHOOL DISTRICT OF PHILADELPHIA (SEPT. 1962)

I WOULD RATHER

		A	B	C	D	E	F	G	H	I
26	(A) do mechanical things (B) do arithmetical things	A	B							
27	(F) write article for the school paper (I) help in the school office						F			I
28	(E) do artistic things (H) do things for people who need help					E			H	
29	(D) get advertisements for the school paper (F) write a skit for a school assembly				D		F			
30	(A) repair an electric iron (I) take grocery orders over the phone	A								I
31	(G) go to the opera (H) entertain at a home for old people							G	H	
32	(A) fix a loose wheel on a scooter (I) copy a page from a book	A								I
33	(D) take a course selling (F) study English				D		F			
34	(C) develop a substitute for rubber (G) publish music			C				G		
35	(A) repair a chair (C) visit an aquarium	A		C						
36	(D) apply for a job (E) design a dress				D	E				
37	(H) study history of social work (I) study bookkeeping								H	I
38	(C) study the stars (D) sell tickets			C	D					
39	(A) repaint furniture (F) write speeches for other people	A					F			
40	(B) figure out customers' bills (D) get members for Boy or Girl Scouts		B		D					
41	(B) study algebra (I) study shorthand		B							I
42	(C) make soap (E) make artificial flowers			C		E				
43	(A) repair toys for orphanage (C) collect minerals	A		C						
44	(G) play a violin (H) read to children							G	H	
45	(D) interview customers in the complaint department of a store (G) sell musical instruments				D			G		
46	(C) find rare birds (F) find rare books			C			F			
47	(B) figure an income tax (D) preach a sermon		B		D					
48	(C) breed chickens to lay larger eggs (E) make and show puppets			C		E				
49	(D) study public speaking (H) find foster homes for children				D				H	
50	(E) arrange a shopwindow (F) write a story for the radio					E	F			
51	(G) arrange music for an orchestra (I) operate a mimeograph machine							G		I
52	(D) run for political office (H) conduct a young people's group				D				H	
53	(F) write book reviews for a newspaper (I) read pages of typed material to find mistakes in spelling						F			I
54	(B) operate an adding machine (G) play an instrument in a dance band		B					G		
55	(B) figure the prices a store must charge (E) arrange exhibits in art museum		B			E				
56	(B) do arithmetical things (C) do scientific things		B	C						

TOTAL

Total Page 2 (31)

A	B	C	D	E	F	G	H	I

I WOULD RATHER

57 (D) get signatures to a petition (I) make plane and hotel reservations

58 (F) interview people for a newspaper (H) help people find jobs

59 (D) show people how to use a new furniture polish (G) play the organ in a theater

60 (F) edit a magazine (H) study conditions of urban living

61 (A) repair typewriters (H) interview applicants for employment

62 (D) plan an advertising campaign (E) run an art exhibit

63 (A) fix doors that stick or squeak (B) keep figures on the cost of living

I WOULD RATHER BE A (AN)

64 (C) member of a group studying tropical fish (H) baby sitter

65 (G) member of the chorus of an operetta (I) pupil who keeps class attendance chart up to date

66 (H) guide to take a blind person to work every day (I) library assistant

67 (E) scenery designer (F) poet

68 (D) member of a committee to get new members for a club (G) member of a committee to select music for a program.

69 (H) member of the Safety Patrol (I) class messenger

70 (A) exhibitor at a handicraft show (I) secretary of a club

71 (D) candidate for election to a school office (F) editor of a school paper

72 (A) member of a wood carving club (G) member of the school orchestra

73 (B) helper for a classmate poor in arithmetic (C) helper for a classmate poor in science

74 (F) school news reporter (G) member of a quartet

75 (A) member of a stage crew for a school play (E) make-up artist for a school play

76 (A) order packer for a grocery store (D) member of a committee presenting a complaint to the principal

77 (B) credit manager (C) X-ray technician

78 (A) machine operator in a factory (E) photo retoucher

79 (B) bank teller (F) proof reader

80 (A) textile worker (D) chairman of a Clean-Up-Week drive

81 (C) industrial chemist (E) fashion designer

82 (A) sewing machine operator (F) writer

83 (D) travel consultant (I) telegraph operator

84 (G) opera singer (H) nurse or hospital orderly

85 (E) landscape planner (F) foreign language interpreter

86 (E) sculptor (G) orchestra conductor

	A	B	C	D	E	F	G	H	I	TOTAL
Total Page 3 (30)										

I WOULD RATHER BE A (AN)

87	(A) dental mechanic (F) newspaper columnist	A	.	.	.	.	F	.	.	.				
88	(E) artist (I) secretary	.	.	.	.	E	.	.	.	I				
89	(B) certified public accountant (H) counselor who helps disabled persons get jobs	.	B	.	.	.	.	.	H	.				
90	(E) wallpaper designer (I) private secretary	.	.	.	.	E	.	.	.	I				
91	(F) publisher (H) social worker	.	.	.	.	.	F	.	H	.				
92	(B) cashier in a store or restaurant (E) sign painter	.	B	.	.	E	.	.	.	.				
93	(A) bus driver (C) scientist	A	.	C	.	.	.	.	.	.				
94	(A) locksmith (G) choir director	A	.	.	.	.	.	G	.	.				
95	(C) agricultural expert (H) school counselor	.	.	C	.	.	.	.	H	.				
96	(D) publicity agent (E) art appraiser	.	.	.	D	E	.	.	.	.				
97	(C) laboratory technician (D) teacher	.	.	C	D	.	.	.	.	.				
98	(B) accountant (F) translator	.	B	.	.	.	F	.	.	.				
99	(C) bacteriologist (studies germs) (G) song writer	.	.	C	.	.	.	G	.	.				
100	(C) biologist (studies plants and animals) (D) trial lawyer	.	.	C	D	.	.	.	.	.				
101	(G) pianist (I) office worker	.	.	.	.	.	.	G	.	I				
102	(C) science teacher (I) secretary or office worker	.	.	C	.	.	.	.	.	I				
103	(B) computor of taxes (H) director of a home for old people	.	B	.	.	.	.	.	H	.				
104	(B) auditor (checks financial reports) (I) hotel desk clerk	.	B	.	.	.	.	.	.	I				
105	(E) artist (G) singer	.	.	.	.	E	.	G	.	.				
106	(B) mathematics teacher (G) music teacher	.	B	.	.	.	.	G	.	.				
107	(A) elevator operator (H) information clerk	A	.	.	.	.	.	.	H	.				
108	(D) salesperson (I) office clerk	.	.	.	D	.	.	.	.	I				

TOTAL

Total Page 4 (22) | | | | | | | | | | | | |

A B C D E F G H I

SUMMARY AND GRAPH OF INTERESTS

TOTAL	MECHANICAL A	COMPUTATIONAL B	SCIENTIFIC C	PERSUASIVE D	ARTISTIC E	LITERARY F	MUSICAL G	SOCIAL SERVICE H	CLERICAL I	TOTAL
PAGE 1 (28)										
PAGE 2 (31)										
PAGE 3 (30)										
PAGE 4 (22)										
GRAND TOTAL (108)										
	24/21 5+	24/21 5+	24/23 5+	24/18 5+	24/20 5+	24/20 5+	24/23 5+	24/23 5+	24/22 5+	
FOR EACH	20/19 5—	20/18 5—	22/21 5—	17/16 5—	19/18 5—	19/18 5—	22/21 5—	22 5—	21 5—	
INTEREST,	18/17 4+	17/15 4+	20/18 4+	15 4+	17/16 4+	17/16 4+	20/18 4+	21/20 4+	20/19 4+	
DRAW A										
CIRCLE	16/14 4—	14/13 4—	17/15 4—	14/13 4—	15/14 4—	15/14 4—	17/15 4—	19/18 4—	18/17 4—	
AROUND THE	13/11 3+	12/11 3+	14/12 3+	12 3+	13/12 3+	13/12 3+	14/11 3+	17/15 3+	16/14 3+	
RELATIVE										
SCORE	10/8 3—	10/9 3—	11/9 3—	11/10 3—	11/10 3—	11/10 3—	10/8 3—	14/12 3—	13/12 3—	
OPPOSITE	7/6 2+	8/7 2+	8/6 2+	8 2+	9/8 2+	9 2+	7/6 2+	11/10 2+	11/10 2+	
THE TOTAL										
SCORE.	5/4 2—	8/5 2—	5/4 2—	8/7 2—	7/6 2—	8/7 2—	5/4 2—	9/7 2—	9/8 2—	
	3/0 1	4/0 1	3/0 1	6/0 1	5/0 1	6/0 1	3/0 1	6/0 1	7/0 1	
RELATIVE SCORE					153 186					

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APPENDIX JJ

WEST PHILADELPHIA HIGH SCHOOL

Generalizing Test

EVERY and NO are words that should be used with care. Think about each sentence below and find the word that would make the sentence always true. Write the word on the line after the sentence. Use each word only once.

WORDS

warm	face	asked	nose
air	money	heavy	real
quiet	wheels	night	hit
step	remembered	wet	face
mouth	month	food	brother

1. Every drink is _____.
2. Every smell comes to us through _____.
3. Every stair has a _____.
4. Every dollar is a kind of _____.
5. Every year has more than one _____.
6. Every whistle uses _____.
7. Every smile is found on a _____.
8. Every winter follows _____.
9. Every river runs towards its _____.
10. Every lunch must have _____.
11. Every answer follows something _____.
12. Every hammer is used to _____.
13. No fairy story could be _____.
14. No evening follows _____.
15. No sled would move on _____.
16. No ice could last if it were _____.
17. No wife could be a _____.
18. No feather would seem _____.
19. No shout could be _____.
20. No tomorrow could be _____.

APPENDIX KK

WEST PHILADELPHIA HIGH SCHOOL

Developing Sensory Imagery Test

There are many ways to know things. Sometimes we use just one way. That way may be SEEING, HEARING, SMELLING, or FEELING. Read each idea below. Think how you would get to know this. Write the idea under the right heading. (Not all lines will be needed)

1. getting something in your eye
2. a girl's hair blowing
3. having your leg broken
4. a voice that is strange to you
5. pies being burned in the oven
6. the train whistle blowing
7. a balloon in the wind
8. a tap on your back
9. the sun coming up
10. lunch cooking downstairs
11. bread that is soft
12. hammering in the next house
13. air blowing on your face
14. a footstep outside your room
15. uncleaned fish in a bag
16. a boat on the pond
17. flowers under your window at night
18. a road sign
19. your head hurting
20. a machine running inside a cleaner

Just by SEEING

_____

_____

_____

_____

_____

Just by HEARING

_____

_____

_____

_____

_____

Just by SMELLING

_____

_____

_____

_____

_____

Just by FEELING

_____

_____

_____

_____

_____

APPENDIX LL

WEST PHILADELPHIA HIGH SCHOOL

Multiple Word Meanings Test

Put one of the words from the following list into each sentence. Each of the words has two or more meanings. Make the word fit the sentence.

EAR GROUND REST STEP PASS BRIDGE

1. The _____ of you may leave, but I would like John to stay.
2. The farmer waited until the _____ was warm before he planted the seeds.
3. One of the football players gave me a _____ to get into the game.
4. We heard a soft foot _____ in the hall.
5. Tom remembers music so well that he must have a good _____ for it.
6. Would you please _____ the bread to this side of the table.
7. The car went up over the sidewalk and came to _____ against a tree.
8. Mrs. Jones wanted the meat _____ while she waited.
9. Look for the school on your left after you _____ the station.
10. The old covered _____ was washed away by the storm.
11. Please _____ over the board with care.
12. The corn was picked before the silk on the _____ turned dark.
13. The "bump" is the dance _____ my sister likes best.
14. Don't you think you should take time out from painting to _____?
15. Word came to _____ all small planes until the storm was over.
16. Neighbors often come to our house to play _____.
17. The top _____ of our stairs needs painting.
18. Tom's dog made people smile as his right _____ always stood straight up.
19. Thinking about what you want to say must be the first _____ in giving a talk.
20. The ball broke the _____ of his nose.

APPENDIX MM

WEST PHILADELPHIA HIGH SCHOOL

Judging Fact or Opinion Test

Read each sentence. Think about it. If it tells a FACT write the word YES before that sentence. If the sentence tells only what some people THINK is true write the word MAYBE before that sentence.

_____ 1. Girls are more afraid of the dark than boys are.

_____ 2. You can buy more with a dollar than with a dime.

_____ 3. Sounds come to us through our ears.

_____ 4. Every wife needs a washing machine.

_____ 5. Pumpkin is good to eat in the fall.

_____ 6. Ice will not last if the room is warm.

_____ 7. The bark on a tree makes no noise.

_____ 8. The bakery on our street makes the best bread in town.

_____ 9. People who do not talk like us are queer.

_____ 10. Five sailors went fishing in the pond in the park.

_____ 11. Most people go to the circus to see the clowns.

_____ 12. A woman should have long hair after she becomes a wife,

_____ 13. Every country should have a king as its head.

_____ 14. Farm horses are the strongest.

_____ 15. It is harder to park a car than to drive it fast.

_____ 16. John went to work before he finished high school.

_____ 17. Lunch at a picnic is more fun than at home.

_____ 18. The gate to the park should be opened early on Sunday.

_____ 19. The ice cream store sells candy and soft drinks too.

_____ 20. Truck noises keep people from sleeping at night.

APPENDIX NN

WEST PHILADELPHIA HIGH SCHOOL

Judging Emotions Test

Often we can tell how people feel by what they say. Read each sentence. Think how the SPEAKER would feel when he said it. Find that word in the WORD BOX and write it on the line in front of the sentence.

The Word Box

sorry	angry	afraid		restless
proud	queer	hopeful		

_____ 1. Poor Mary lost her pocketbook with five dollars in it.

_____ 2. How soon may we go home?

_____ 3. I know that I shall catch butterflies next time.

_____ 4. Our school earned the most prizes.

_____ 5. I did not mean to step on your foot.

_____ 6. Do not try hitting me again.

_____ 7. You are too late to buy any of Mrs. High's candy.

_____ 8. Hide me until he leaves.

_____ 9. I won't come into your yard until you tie your dog.

_____ 10. I can see nothing but black spots since I looked at the sun.

_____ 11. Just blow that whistle near my ear once more.

_____ 12. My father showed that he was the strongest man at the picnic.

_____ 13. I still cannot walk straight after that bumpy ride.

_____ 14. Yes, I am sure that I can get that paint spot out.

_____ 15. If you don't come when I call, you will get no dinner.

_____ 16. We came down so fast, I just know I left part of me up there on the roof.

_____ 17. Let us get up and move around before the next part of the show.

_____ 18. You are the most beautiful girl in the world.

_____ 19. I wish I could come but I can't.

_____ 20. Let us hurry through this dark street.

PHILADELPHIA MATHEMATICS EVALUATION TEST

LEVEL II

APPENDIX OO

NAME ..... YEAR .....

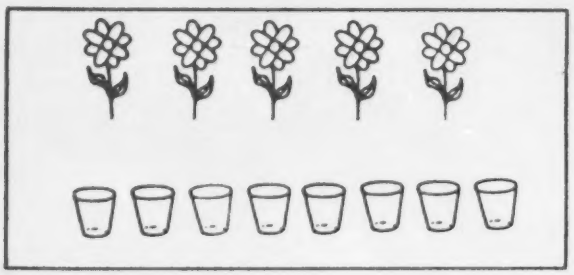
SCHOOL ..... DATE .....

NUMBER RIGHT	
Part 1.00 (Max. 20)	
Parts 2.00-3.00 (Max. 18)	
Part 4.00 (Max. 9)	
Part 5.00 (Max. 2)	
Part 6.00 (Max. 4)	
TOTAL (Max. 53)	

PART 1.00 – SYSTEMS OF NUMERATION

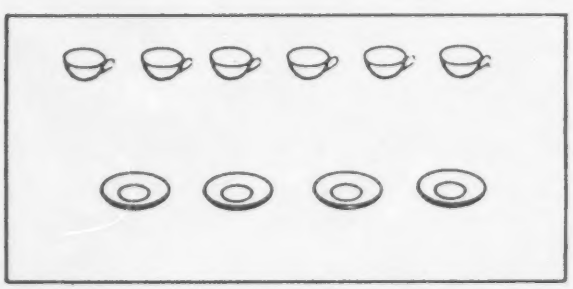
Rational Counting (1.22)

Compare the sets by pairing.



1. How many 's? _____
2. How many 's? _____
3. Which numeral stands for the lesser number?

_____

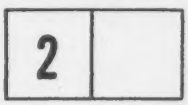


4. How many 's? _____
5. How many 's? _____
6. Which numeral stands for the greater number?

_____

Writing Numerals (1.26)

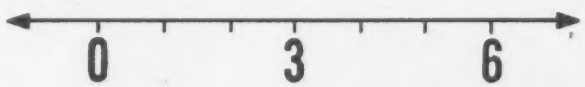
In each box, write a numeral that stands for a greater number than the numeral you see there.

7. 

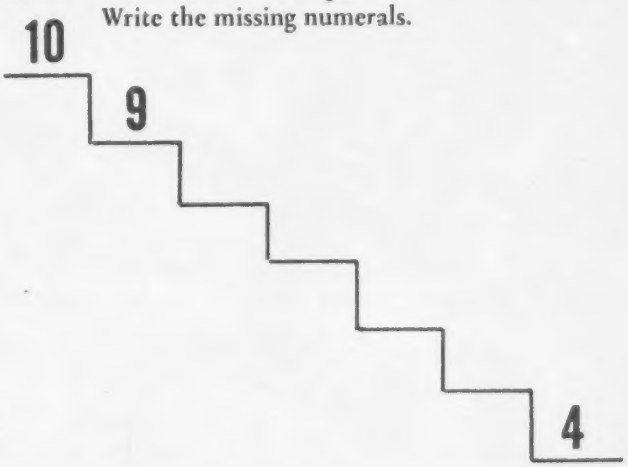
8.

Number Sequence and Pattern (1.27)

9-12. Write the missing numerals on the number line.



13-16. Count down the steps. Write the missing numerals.



17-18. Look at the numeral in the box. Write the numeral that comes before and after the numeral you see in the box.

Sample

1	2	3

	5	

19-20. Write the numeral that comes between the numerals you see in each box.

Sample

3
4
5

7
9

6
8

PART 1.00, NUMBER RIGHT (MAX. 20) _____

PARTS 2.00–3.00 – RATIONAL NUMBER SYSTEM – WHOLE AND FRACTIONAL NUMBERS

Cardinal Numbers/Comparing Numbers (2.20)

21. Circle the numeral that names one more than 3.

6 2 4 5

22. Circle the numeral that names one less than 3.

4 1 2

23. Look at the numeral in the box.
Write a numeral that represents less than the numeral in the box.

Sample

2	5

	2

Number/Numeral (2.30)

24-26. Circle the names for three.

(2 + 1) Sample

1 + 1
4 − 1
1 + 2

$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$

27-29. Circle the names for four.

(2 + 2) Sample

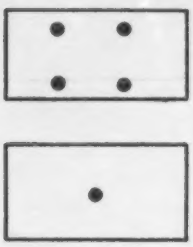
5 − 1
2
3 + 1

$\begin{array}{r} \\ -2 \\ \hline \end{array}$

Addition (2.40)

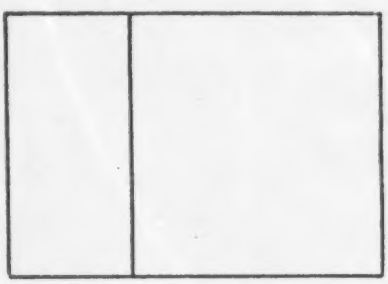
30. Write the number sentence for:
"Three plus two equals five."

31. Write an addition story about the dots in these two boxes.



32. Draw a picture for the example.

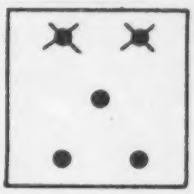
$$\begin{array}{r} 1 \\ +\,2 \\ \hline 3 \end{array}$$



Subtraction (2.50)

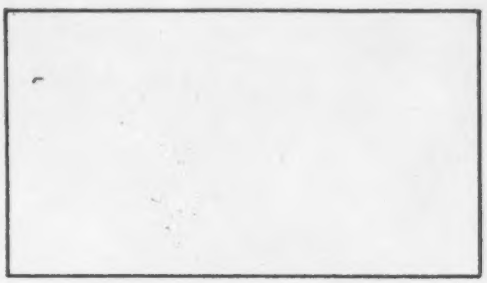
33. Write the number sentence for:
"Four minus two equals two."

34. Look at the box. Two dots are crossed off.
Write a number story about the dots in this box.



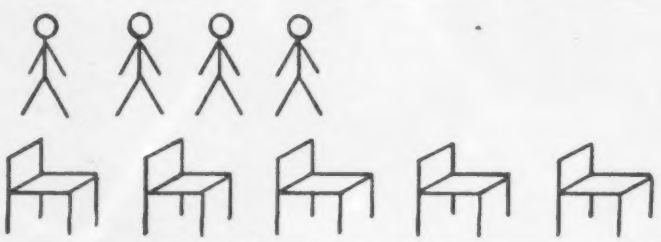
35. Draw a picture for the example.

$$\begin{array}{r} 4 \\ -\,1 \\ \hline \end{array}$$



Problem Solving (2.80)

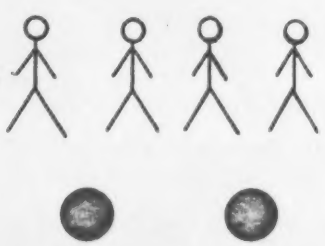
36.



When all the boys sit down,
how many chairs will be empty?

Answer _____

37.

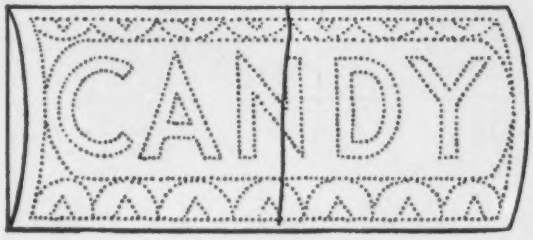


Look at the balls. Make the picture show
enough balls to give each child one ball.
How many balls did you add?

Answer _____

38. See the candy bar.

Draw a line to show how you would divide the candy for two children so each child would get one-half.



PARTS 2.00–3.00, NUMBER RIGHT (MAX. 18) _____

PART 4.00 – MEASUREMENT

Linear (4.20)

39. Which is longer: a foot or a yard?
Draw a circle around the right word.

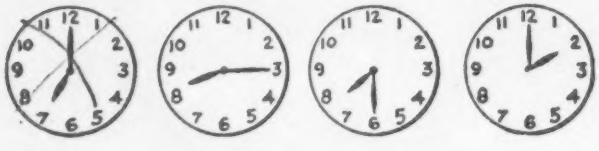
foot

yard

Time (4.30)

40. Put an X on the clock that says "seven o'clock"

41. Circle the clock that says "two o'clock."



Calendar (4.40)

42. Put an X on the instrument you use to find the date.

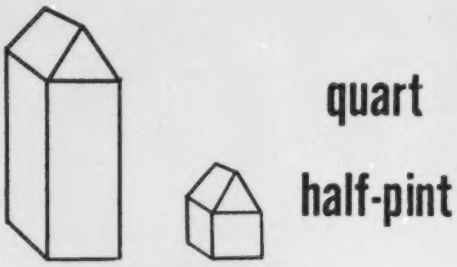
April						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

43. Put an X on the numeral that tells how many months are in a year.

9 **12** **20**

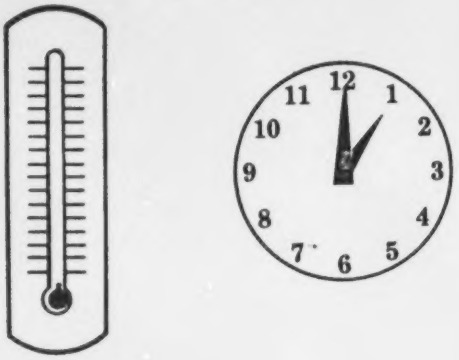
Liquid (4.50)

44. Draw a circle around the word that tells how much the smaller milk carton will hold.



Temperature (4.60)

45. Put an X on the instrument you use to find out how hot or how cold it is.



Money (4.70)

46. Mark as many pennies as you would get for a nickel.

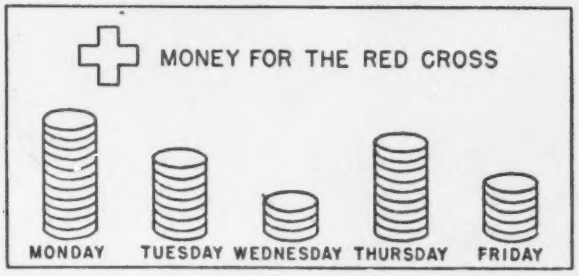
47. How much money is shown by these four coins?

Answer _____¢

PART 4.00, NUMBER RIGHT (MAX. 9) _____

PART 5.00 – ORGANIZING AND INTERPRETING DATA

The class gave money to the Red Cross. The children made a picture graph to show how much they gave each day. They drew one coin for each nickel.



48. Put an X on the day they gave the most.

49. Circle the day they gave the least.

PART 5.00, NUMBER RIGHT (MAX. 2) _____

50. This is a picture of three circles of different sizes. Draw a line through the smallest circle. Put an X on the largest circle.

51. Put an X on the circle.

52. Draw a line through the square.

53. Draw a line around the triangle.

PART 6.00, NUMBER RIGHT (MAX. 4) ____ ____

APPENDIX PP

LEVEL III

NUMBER RIGHT	
Part 1.00 (Max. 17)	
Parts 2.00-3.00 (Max. 33)	
Part 4.00 (Max. 16)	
TOTAL (Max. 66)	

NAME ..... YEAR .....

SCHOOL ..... DATE .....

PART 1.00 – SYSTEMS OF NUMERATION

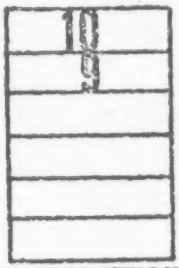
onal Counting (1.22)

Fill in the missing numerals in the empty boxes

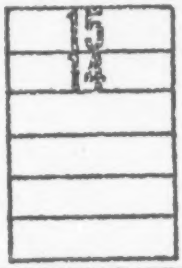
1.	1	2	3	4						10
2.		12								
3.					25					
4.							37			
5.	41	42								

Count down. Fill in the missing numerals.

6 – 9

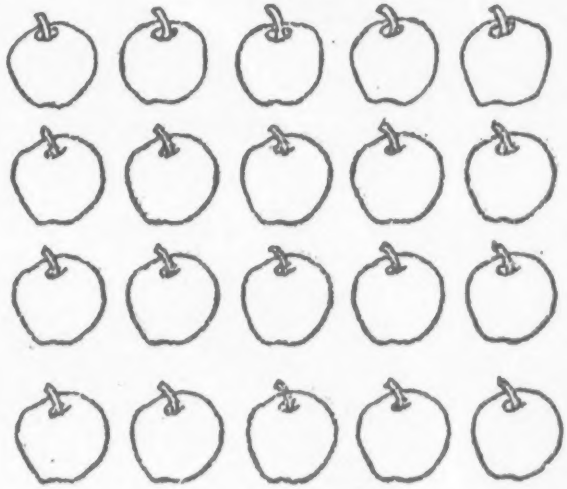


10 – 13



Count across.

14. Write **A** on the 11th apple.
15. Write **B** on the 13th apple
16. Write **C** on the 7th apple.
17. Write **D** on the last apple.



PART 1.00, NUMBER RIGHT (MAX. 17) ____

Cardinal Numbers/Comparing Numbers (2.20)

ll in the missing sign ( ) or ( )

Sample $2 + 1 \textcircled{>} 2$

8. $5 + 1 \bigcirc 5$

9. $4 - 1 \bigcirc 4$

20. $7 + 2 \bigcirc 8$

21. $9 - 3 \bigcirc 8$

Number/Numeral (2.30)

ll in the missing sign (+ or -)

Sample $2 \textcircled{+} 2 = 4$

2. $5 \bigcirc 2 = 7$

3. $8 \bigcirc 3 = 5$

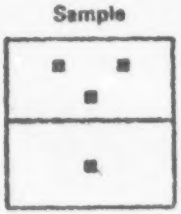
24. $9 \bigcirc 6 = 3$

25. $4 \bigcirc 3 = 7$

Addition (2.40)

rite two addition facts about each picture.

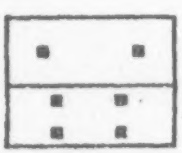
Sample



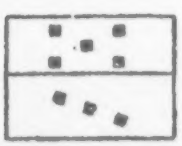
$3 + 1 = 4$

$1 + 3 = 4$

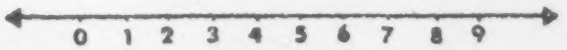
26-27.



28-29.



Addition (2.40) — Cont'd



Use the number line. Make the sentences true.

30. $3 + \square = 6$

31. $\square + 7 = 9$

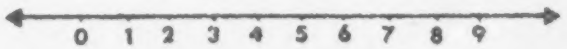
32. $3 + \triangle = 3$

33. $8 + 0 = \triangledown$

34-37.

6	1	2	5
+1	+6	+5	+2

Subtraction (2.60)



Use the number line. Make the sentences true.

38. $6 - \square = 3$

39. $9 - \square = 7$

40. $3 - \triangle = 3$

41. $\triangledown - 0 = 8$

42-45.

7	7	7	7
-3	-4	-0	-5

roblem Solving (2.80)

6. Look at the dots. ● ● ● ● ● ●

How many more dots would have to be added to make 8 dots?

Answer _____

7.

Jane had 8 pieces of candy. She ate 3.
How many were left?

Answer _____

8.

Jack had 2 cookies. Mary had 3 cookies. Jane had 4 cookies.
How many cookies did they have altogether?

Answer _____

9.

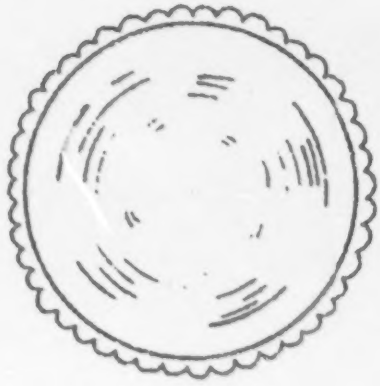
Sally had 7 paper dolls. Jane had 4 paper dolls.
How many more dolls did Sally have than Jane?

Answer _____

ractions (3.00)

10.

Divide the pie for 4 children so that each child will have a piece of the same size.



Time (4.30)

53. Make each clock show the time marked under it.

9 o'clock | half past eleven | 3 o'clock

Calendar (4.40)

Tuesday ☐

Sunday ☐

Thursday ☐

Monday ☐

Wednesday ☐

54. Write 1 in the box next to the first day of the week.
55. Write 2 in the box next to the second day of the week.
56. Write 3 in the box next to the third day of the week.
57. Write 4 in the box next to the fourth day of the week.
58. Write 5 in the box next to the fifth day of the week.

Liquid (4.50)

Quart of milk ☐

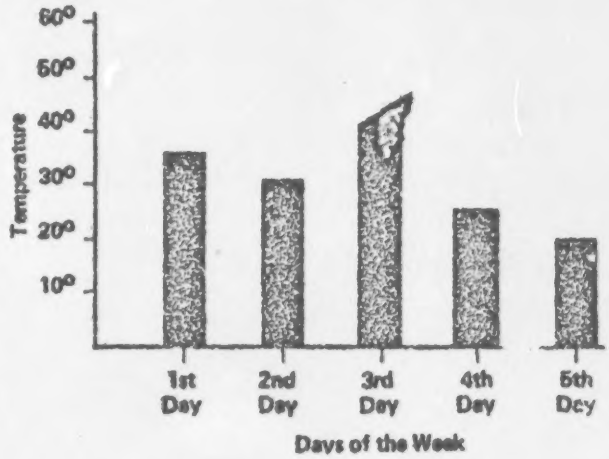
Half-pint of milk ☐

Pint of milk ☐

59. Write S next to the words that stand for the smallest quantity of milk.
60. Write L next to the words that stand for the largest quantity of milk.
61. Write B next to the words that stand for a quantity of milk between the largest and smallest.

Temperature (4.60)

This graph shows the temperature at lunchtime on 5 days of a week.

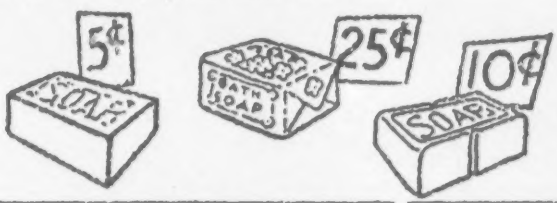


62. Draw a line through the coldest day during this week.
63. Put an X on the warmest day during this week.

Money (4.70)

64. Mark the coin you would need to pay for a five-cent ball.

65. Mark the soap that costs a dime.



Quantity (4.80)

66. Mark the pair of shoes.

Name Book No. Date

Add

① 6+9+4+3+7

② 94
316
577

③ 789
25426
48
370

④ 32+5+315

Subtract

① 537
-215

② 487
-392

③ 500
-35

Multiply

① 706
×5

② 29
×15

③ 748
×23

Divide

① $6\overline{)246}$

② $2\overline{)1218}$

③ $5\overline{)625}$

Add

① $\frac{2}{8}+\frac{5}{8}=$

② $\frac{1}{2}=\frac{2}{4}$
$+\frac{3}{4}=\frac{3}{4}$

③ $7\frac{5}{3}=7\frac{14}{21}$
$+8\frac{4}{7}=8\frac{12}{21}$

Multiply

① $\frac{5}{6}\times\frac{7}{8}=$

② $6\times\frac{2}{3}=$

③ $1\frac{4}{5}\times 3=$

Divide

① $\frac{3}{7}\div\frac{2}{3}=$

$\frac{3}{7}\times\frac{3}{2}$

② $\frac{4}{9}\div\frac{2}{9}$

$\frac{4}{9}\times\frac{9}{2}$

③ $18\div\frac{1}{6}$

$18\times\frac{6}{1}=$

Decimal Problems

① 2.53+0.42=

② 3.6
×0.25

③ $6\overline{)0.246}$

Name _____ Book No. _____ Date _____

1. John has four pennies.
Tom has six pennies.
How many pennies do they have together.

2. Tom has four dollars
Bob has five dollars.
How many dollars do the boys have together?

3. Mary had five dollars.
Kate gave Mary two dollars.
Mary now has _____ dollars.

4. Mary has a nickel. Tom has a dime. How much money do they have together.

5. Which is worth more, a dime or five pennies?
How many nickels would you give for a dime?

Name measurement.

6. 12 inches =
3 feet =
36 inches =
1 ft =
1 yd =

APPENDIX RR

WEST PHILADELPHIA HIGH SCHOOL

Record of Psychological Examinations

Group _____ Teacher _____

Student	Date of last Psych.	Name of Psych.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

APPENDIX SS

WEST PHILADELPHIA HIGH SCHOOL

Date _____

Dear Counselor or Teacher,

Here is the latest psychological on this Special Education student. Please read the psychological. Please carry out the recommendations.

If I can be of any assistance in carrying out the recommendations, please contact me.

On a regular basis please keep me informed as to the progress of the student.

Thank you for your continued cooperation.

Ola I. Taylor

cc. Walter H. Scott
Claude Bass
Mary Stewart

APPENDIX TT

TELEPHONE. GR 6-4332

WEST PHILADELPHIA HIGH SCHOOL

FORTY-SEVENTH AND WALNUT STREETS

PHILADELPHIA, PA. 19139

September 24, 1975

Dear Parents:

You are cordially invited to attend a Tea on Wednesday, October 8, 1975 at 1:30 PM. We welcome you as well as your youngster to the West Philadelphia High School Family.

At the Tea you will meet our principal, vice principal, your child's counselor, the teachers, the school-community-coordinator, the job-coordinator, and other staff members who help your child.

There will be a tour of the building. We hope to answer your questions. You will receive a packet of pertinent information.

We are looking forward to meeting you on Wednesday, October 8, 1975 at 1:30 PM in room 140.

Sincerely yours,

WALTER H. SCOTT, principal

OLA I. TAYLOR, dept. head

APPENDIX UU

WEST PHILADELPHIA HIGH SCHOOL
47th and Walnut Street
Philadelphia, Pa. 19139

January 26, 1976

TO: PARENTS

FROM: HOME AND SCHOOL ASSOCIATION, WEST PHILADELPHIA HIGH SCHOOL

The West Philadelphia High School Home and School Association wants your help and concern. Many important items are needed at the school. The WPHS Home and School Association plans to procure these necessities.

Your membership in the WPHS Home and School Association is a must in order to achieve these goals. MEMBERSHIP is only $1.00 (one dollar) per family. Be a part of your progressive Home and School Association.

PLEASE FILL OUT THE FORM BELOW and bring it with you on Monday, February 2, 1976, PARENTS' Visitation Day.

If it is impossible for you to come in Please send your Membership Fee to the school by your son or daughter. The Advisory with the largest number of memberships WILL RECEIVE AN AWARD !

The mail is also another vehicle to use.

BE SURE TO JOIN YOU ARE NEEDED!!!

Thank you.

Mr. Eugene Lewis
President

Please fill out and return to the school with your Membership fee.

PARENTS' NAMES _____

ADDRESS _____ ZONE _____

STUDENT'S NAME _____ BOOK NO. _____

TELEPHONE. GR 6-4338

WEST PHILADELPHIA HIGH SCHOOL

FORTY-SEVENTH AND WALNUT STREETS

PHILADELPHIA, PA. 19139

TO: All Parents

FROM: Walter H. Scott, Principal

RE: Plan For Promotion! It's Not Automatic

DATE April 5, 1976

TIME 11:00 A.M.

Parents Will Be Students For A Day!

Know Your Child's Group Number

The Staff of West Philadelphia High School invites you to meet your child's teachers. As you follow your youngster's roster, you will be able to get information concerning homework, the topics covered in class, and the textbooks that are used. School rules will be explained. You may review attendance and punctuality records. June, 1976 and promotion are not guaranteed. Certain obligations must be met. This is your last opportunity this year to meet with us and discuss these requirements.

Let us avoid disappointments and misunderstandings. Let us plan for success - and promotion - next June. You must be involved.